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ABSTRACT

This educator's handbook provides guidelines for teaching parenting information and skills to teenage parents. In 15 chapters the guide presents student objectives, study guide questions and responses, suggested guest speakers, class project ideas, and recommended films and filmstrips. Chapter topics include discussions of pregnancy, breast and bottle feeding, child-proofing the home, money problems, discipline, developmental stages of young children, and problems related to single parenthood and early marriage. In addition, quizzes are provided which the teacher can give to the student following the teaching of a topic. An extensive annotated bibliography of materials on pregnancy and parenting is also provided. (Author/JA)

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TEACHER'S GUIDE

TEENS PARENTING

The Challenge of Babies and Toddlers

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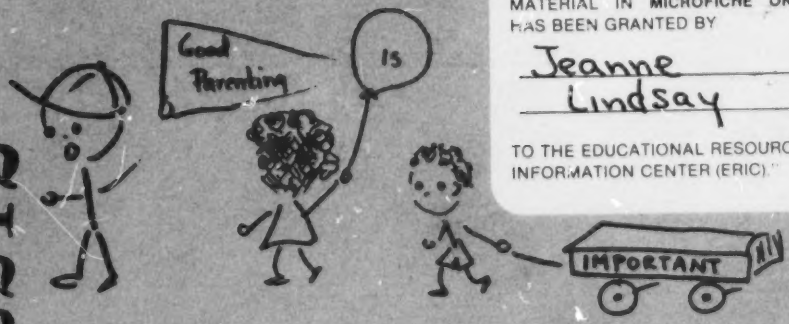

By Jeanne Warren Lindsay
Illustrated by Pam Patterson Morford

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THE CHALLENGE OF BABIES AND TODDLERS

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Morning Glory Press
Buena Park, California

First Edition

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"Infants are OK, but with toddlers, you have to know what you're doing. And you have to take it one day at a time."
Roseanne, 15, mother of Felipe, 2.

PART I

THE FINE ART OF TEACHING PARENTING

If your parenting class includes students who are already parents, your job can be very exciting. It can be exciting primarily because you have already solved the problem of making education relevant to your students' needs.

In fact, it would be hard to get much more relevant in your teaching. Teaching infant and toddler development to the parents of infants and toddlers can be a marvelous combination of academic and practical learning together with real work experience. And surely no one would deny the validity of the real work experience involved in parenting babies and toddlers.

"Demonstration" Babies/Toddlers Needed

But you may be teaching parenting to an entire class of non-parents. Or perhaps some of your students are parents and some are not. Whatever your situation, involve your students in as many experiences with babies and toddlers as possible. Ask the non-parents to "adopt" a child under two years of age, and to spend as much time as possible with that child.

If you have an Infant Center on your campus or nearby, you have a wonderful population to study. Make the most of it. Get your students involved in observing children and, even more important, working directly with them.

If it's a good developmental center, you will probably realize your students learn more from the modeling of the caregivers there than they do in your class. When a young person sees a mature adult whom she likes and respects showing patience and loving concern for a two-year-old child in the middle of a temper tantrum, she may finally realize her own child - or the child she is baby-sitting - is not being naughty when s/he does the same thing.

When she observes a teacher pleasantly helping a young child learn how to use the bathroom (but not at a too-young stage), perhaps she will understand this, too, can happen without a lot of frustration either for her or for her child.

If you don't have a nearby Center, "collect" as many children under two as possible. Choose children whose parents are willing to be interviewed by your students, and who will permit students to interact with their babies and toddlers. From time to time

during the semester, invite these parents to share some of their parenting experiences with your class.

As you're looking for children, check for nearby Family Day Care homes. You may find a small "laboratory" of very young children in a convenient location for class interaction.

Even if your class is composed entirely of parents of babies and toddlers, encourage your students to observe and work with children at developmental stages different from that of their own children. Today's mother of an infant will be dealing with a super-active toddler amazingly soon. She needs some pre-work experience.

Each Parent an Expert

Teaching parenting to parents has one very important difference from teaching non-parents. That difference is that each parent must be considered the expert as far as her own child is concerned. The fine line between her role as a student and her role as a parent is hard even for her to define - and it will be hard for you. But it is a necessary distinction.

Young parents usually face a seeming army of experts. Mother, Grandmother, and other relatives often are outspoken in their criticism of her mothering abilities. Her doctor probably gives her very little of his time, but still is quite specific in his directions concerning caring for her child.

If the young mother encounters still different instructions on child care at school, she is apt to feel pulled in too many directions. She may become very confused and unsure of herself.

So as far as her relationship with her child is concerned, she is not a student in the usual "teacher teaches and student learns" sense of the word. She is that child's mother, and, to repeat, she is the expert on that particular child. The teacher of a school-age parent needs to remember she is discussing child care with another adult who has strong convictions of her own and who loves her child and wants the best for that child. Of primary importance to both mother and teacher is the welfare of the child.

How would we act if we were teaching a class composed of 25-35-year-old parents? If we disagreed with one of our students, how would we handle it? We probably would, first of all, accept the parent's attitude/action, then attempt tactfully to help her/him change the attitude/action we consider not good for the child. A 15-year-old mother needs our acceptance, caring concern, and tactfulness as much as, probably more, than does the older parent.

The bond between a mother and her baby is extremely important. A good child care center and a good parenting class can enhance that bond while at the same time helping the young mother become more knowledgeable about and more skillful at her parenting job.

Building Parent's Self-Esteem

How a parent feels about herself certainly is closely connected with the quality of parenting she can offer her child. Your most important task as a teacher may be to help each student build her own self-esteem. Until she feels good about herself, she probably isn't going to feel very good about her child.

Helping students gain more self-esteem is important in any school. But it's absolutely essential in a class of young parents. They need it NOW.

Most young mothers either already know or learn quickly how to feed, bathe, and diaper a baby - they don't need much help in this area. But many young mothers desperately need to build up their self-esteem. Having a baby at 15 in our culture is more likely to tear down one's self-esteem rather than build it up.

A great deal has been written about building self-esteem. Basically, it's a matter of learning to feel good about oneself, realizing that one is important, that what one does matters to other people.

To "teach" self-esteem, you start where your student is, and you accept her fully as the important person she is now. You may disagree with her, but you don't put her down for her opinions. She may not always be "right," just as the rest of us aren't always "right." But her ideas have validity just as ours do.

The self-fulfilling prophecy is a valuable construction for any teacher. If we think well of our students and expect them to achieve, they are far more likely to do so than if we seem to think they really can't quite make it. We must carry this philosophy over to the teaching of parenting to school age parents. We must show a lot of faith in and love for our students, and we'll help them accomplish our joint goal - they will become more competent, loving parents.

Sensitivity to Students' Needs

Real sensitivity to students' needs is crucial. For example, you may know that research "proves" that feeding solid food to an infant when he is one month old may cause food allergies and stomach upsets. He would probably be better off having only milk. But your student reports that she is feeding her month-old child cereal and fruit, and he's doing fine.

At the same time, however, she describes quite a lot of night crying. She adds that he seems constipated, How will you react?

You could say, "Well, of course you have problems. I told you you shouldn't feed that baby cereal while he's so young." But you won't say that. You know how insecure most new mothers feel, no matter what their age. You know that a sharp comment from you would only increase that insecurity.

You might say instead, "Have you thought of stopping the solid food for a couple of days? That might help." Her reply may be, "But my doctor told me to feed him cereal now, and my mother agrees with him."

Only you will know whether it's wise to pursue the point. You might suggest that she check with her doctor again and describe the baby's reaction. But if you continue to stress the problems associated with too-early feeding of solids, you are risking a break in her relationship with her doctor and, even more important, with her mother. Besides, the baby may adjust to the solid food very soon.

It is indeed a fine line between being sensitive to our students' needs and being so wishy-washy that they learn nothing

from us. And that fine line cannot be described effectively in words. Our sensitivity to our students makes the difference.

[illegible]

If they are already parents, students' personal lives cannot be kept separate from their parenting education. Sharing personal problems and joys may be an important part of a parenting course. Encourage a feeling of rapport, perhaps even something akin to family, among your students.

A weekly rap session, facilitated by an experienced, capable, and caring counselor, can be an important part of a parenting course. While problems cannot be scheduled, if students know there is a designated period specifically for rapping, they may be better able to concentrate on parenting topics during the remaining class sessions.

Incidentally, many of the quotes in *Teens Parenting* make excellent discussion starters. While the first twelve chapters deal specifically with infant and toddler care and development, they also include many references to three-generation living, father's role, and other rap session starters. Chapters 13-15 deal primarily with young parents' personal lives.

Discussions of fathers' involvement in parenting may be difficult for a sensitive teacher or rap session leader to facilitate. Some students are ready for a good discussion about the importance of both parents being deeply involved in parenting their child. Some may be part of a close couple relationship where this sharing of parenthood is a reality.

But what about the young mother whose boy friend vanished when he learned she was pregnant? Yes, she may be part of a close parenting partnership at some future time. But is now the time to be pushing her into deep discussions on involving Father in taking care of the baby? Talk about relevance - such a discussion has no relevance at all to her personal life at this time. On the contrary, it may be too hurtful for her to handle.

Of course, there is no "answer." Sensitivity to each student's needs is the crucial factor.

If your class includes pregnant students, be aware of the adoption option. Most pregnant teenagers today keep their babies to rear themselves, but a few (about 8 percent across the country) release their infants for adoption.

When you have a student who is thinking about relinquishing her child, you may want to give her the choice of participating or not participating in your class parenting activities. She may be quite willing - after all, she will probably rear a child at a later time.

But if she finds your class adds to the stress she is undergoing at this time, assure her she need not participate. Again, sensitivity to each student's situation is the key.

Aids for Teachers

While *Teacher's Guide to Teens Parenting* does not provide that all-important built-in sensitivity to students' needs, it does offer

other kinds of help for the teacher of a parenting course.

The study guides for each chapter include the study guide questions, the written assignments, and the students' projects which, together, make up the separate ***Student Study Guide.*** In addition, each study guide in this ***Teacher's Guide*** includes student objectives, suggested responses to each study guide question, and a list of possible guest speakers for each chapter as well as several class project ideas and recommended films and film strips.

The study guides may be used simply as discussion guides. Many teachers, however, prefer to have the students read the chapter and answer the questions first as background for class discussions. You may prefer a combination of the two methods.

The study guides also provide excellent independent study assignments. If you are using ***Teens Parenting*** with only a few students, or if you want students to read the book independently at their own speed, answering the questions in the study guides will help them pull out and understand the important concepts in the text. The guides may also be used as make-up assignments for students who miss some class discussions.

Writing Skills May Improve

If you encourage your students to answer each question in complete sentences and to use good grammar, punctuation, and spelling, their writing skills may also improve as they complete these assignments.

Each chapter study guide also includes at least one, often several, specific writing assignments. A good approach might be to assign two grades to these assignments, one for the information contained in the paragraph or essay, and another for the neatness, grammar, spelling, punctuation, and sentence and paragraph structure of the writing.

Many parenting teachers choose not to test their students. How, indeed, do you test mastery of parenting skills? You can test her ability to bathe a baby - if you have a baby she can bathe at school - but how do you "test" her day-to-day disciplining of her child? The most important part of parenting, the loving and the caring involved, cannot be tested.

However, six quizes are included in this ***Guide,*** quizes which cover some of the information in the book. You may wish to use them as a "test" of your own teaching ability rather than putting a lot of pressure on your students to perform. If they don't do well, perhaps more class time needs to be devoted to the material.

Some teachers, however, feel quizes add a note of importance to the material being covered. Students are used to being tested in other classes. They may put forth a little more effort to complete their reading assignments and to participate in class discussions and activities if they know a quiz is to follow.

Being encouraged to demonstrate improving abilities to understand what she reads and to write well can be a tool toward building better self-esteem for a student.

Make a point, however, of assuring your students that you want them to know that you know that their parenting skills really can't be tested with paper and pencil.

Projects Are Important

Often the projects are the most important part of the student guides. If your students only read and write about children, but don't interact with them, their learning will be seriously lacking in reality. Encourage as much involvement in these projects as you possibly can.

You, of course, will often have additional writing and project assignments for your students. Ideas for assignments which have been developed out of their lives and their interests are almost always better than anything offered by someone else.

A good on-going project is to ask each parent periodically to present an oral report on her own child's development. Every other month, for example, assign a "research" project covering her own child. Ask her to do some extra reading on her child's current "stage." Even more important, encourage her to observe her child closely for a few days. Being expected to take a few notes may make her more observant.

Tell her you would like her to report on the games she plays with her baby, the pictures they look at together, his food likes and dislikes, his sleeping habits, and other daily activities. Ask her to discuss her discipline strategies and her feelings about her child at this point.

You may have students who insist that they "don't give oral reports." Explain that this is their chance to talk about their own babies for at least ten minutes without interruption. If a student is quite reluctant, ask her to report on one specific activity. If her child is eight months old, suggest she give him a container full of small, safe items from her kitchen. Tell her to watch him for 20 minutes, then share with the class his reactions to the play materials. She may find giving an oral report is not as big a problem as she expected.

Other Curriculum Aids

A list of possible guest speakers is included for each chapter. Bringing speakers from the community into the classroom can provide a valuable added dimension to your course offering.

It's generally best, when you invite a speaker, to suggest a specific topic. Share with the speaker some information about your class and the course you are teaching. Help each speaker feel a part of a well-integrated course on parenting.

If you can afford to buy filmstrips, "A Life Begins. . .A Life Changes. . .The School Age Parent" (Parents' Magazine Films, Inc.) is a good investment. The twenty filmstrips portray school age parents in a variety of situations, and shows them dealing with many of the practical and emotional problems of early pregnancy and parenthood.

The extensive annotated bibliography is included so that you and your students will have a handy guide to some of the many books about parenting being published today. Using this bibliography as a guide, your school's librarian might be interested in acquiring a mini-library of parenting books. Such a mini-library could provide marvelous resources for supplementary assignments for your students.

Part II

CURRICULUM AIDS

Chapter Study Guides, Writing Assignments, and Projects

Suggested Speakers, Films, and Filmstrips

Section Quizes

For Use With

TEENS PARENTING: THE CHALLENGE OF BABIES AND TODDLERS

ED 13

CHAPTER 1

PARENTING STARTS WITH PREGNANCY

[redacted]

1. To understand the vital importance of early prenatal care.

2. To learn the importance of a woman eating nutritious foods throughout pregnancy so that her baby will be as healthy as possible.

3. To realize the danger to the unborn child if his/her mother drinks alcohol, smokes, or takes drugs during her pregnancy.

4. To learn how prepared childbirth can help a woman cope better with labor and delivery.

[redacted]

1. Why should a woman see her doctor early in her pregnancy?

Early prenatal care is necessary for baby's as well as mother's health. Early medical care is also necessary if she is considering having an abortion.

2. What kinds of problems are premature, too-small babies likely to have?

They are likely to have more physical and mental handicaps than bigger, full-term babies have.

3. How much weight should a woman gain during pregnancy?

She should gain between 24 and 35 pounds.

4. List the four food groups. How many servings of each do you need each day while you are pregnant?

The food groups include fruits and vegetables, four servings; milk products, four servings; meat group, three servings; and bread and cereals, four servings.

5. Why should you eat extra protein foods while you are pregnant?

Baby is likely to have more brain cells if his mother eats a lot of protein foods before he is born. This probably means he will be smarter.

6. If you smoke, what kind of trouble does your baby have each time you puff on a cigarette? What does this have to do with the baby's birthweight and the time of birth?

Baby gets less oxygen. If his mother smokes, baby is much more likely to be born too early and to be smaller than average at birth.

7. Why should you not take such "simple" drugs as aspirin, nose spray, or Tums while you are pregnant?

The right amount for mother gives baby a big overdose and can hurt him.

8. What is Fetal Alcohol Syndrome?

FAS is a condition affecting a baby whose mother drinks alcohol during pregnancy.

9. What are some of the symptoms of FAS?

An FAS baby may be abnormally small at birth, especially in head size. Most have a small brain with mild to severe mental retardation. They are often jittery, and about half have heart defects which may require surgery.

10. What is prepared childbirth? What is its purpose?

Prepared childbirth is simply preparing for childbirth. The purpose is to get the baby born as comfortably and safely as possible for both mother and baby.

11. How can a childbirth coach help you cope with labor and delivery?

The coach should know what is going on in your labor so s/he can tell you what to do to cope best with the process.

12. Does "prepared" childbirth mean you must not use any anesthesia during labor and delivery?

No, it does not. Many women, however, don't need drugs if they are well prepared for labor and delivery.

13. List three important reasons for taking prepared childbirth classes during pregnancy.

The class will help you get over the fear you may have of labor and delivery. You will learn about your body and what happens during pregnancy and delivery. You will be able to share your childbirth experience with your coach.

Written Assignment

Whether or not you are now pregnant, complete this assignment as if you are (even if you already have a child).

What decisions will you need to make? Will you continue the pregnancy? If so, will you consider releasing your child for adoption? If you will keep him/her to rear yourself, will you marry the baby's father now? If not, will you marry later, or will you plan to raise your child alone? How will you support him/her? Where will you live?

Write an essay covering these points and other concerns you might have because of early pregnancy.

Projects

1. Check the costs of having a baby in your area. Call a local hospital or ask your family doctor. If you were/are pregnant, how would/will you pay these costs?

2. Write down everything you eat for three days. Prepare a chart for checking each serving of each of the Basic Four foods each day.

After you have completed your chart, analyze your diet. If you were/are pregnant and under 18, did you eat enough of each of the Basic Four foods? If not, what was missing? How would you need to change your diet in order to eat adequately for yourself and the baby?

[redacted]

1. Prepared childbirth teacher.

2. March of Dimes representative to discuss prenatal care.

3. Doctor or nurse to discuss medical care during pregnancy.

4. A panel of pregnant high school students to discuss their feelings concerning early pregnancy.

5. Coordinator of any special program available for pregnant teenagers in your area. Ask for a description of the program, and how students/patients/clients are "found."

[redacted]

1. "Woman-Child." March of Dimes Birth Defects Foundation.

This film does an excellent job of portraying the problems associated with too-early pregnancy. I recommend it highly for "regular" high school and junior high classes. For pregnant students, however, it could be a real downer. Stressing the negative aspects of teenage pregnancy, while accurate, can be self-defeating.

2. A film on labor and delivery. Many are available. Check with local prepared childbirth teachers and with the Department of Public Health for possible free-loan films.

3. "Teenage Father." Color, sound. 1977. Children's Home Society of California. Free loan.

The film does an excellent job of portraying the feelings of a young father as he and his girl friend discuss whether or not they can rear their baby themselves. They decide adoption is the best decision, but after delivery, the young mother decides to keep the baby. In the final scene, he shares his feelings about his unreadiness to be a father.

[redacted]

1. "Inside My Mom." March of Dimes Birth Defects Foundation. Free loan or inexpensive purchase from MOD.

Talking fetus explains how important it is that his/her mother eat the foods they both need during pregnancy. Students who "can't stand" filmstrips usually like this one.

CHAPTER 2

THOSE FIRST TWO MONTHS

[redacted]

1. To learn about the physical capabilities of a newborn baby.

2. To understand the importance of answering an infant's cries and fulfilling his needs as much as possible.

3. To learn about the health needs of the newborn baby.

[redacted]

1. If a baby's head is "molded," what does this mean? Why and how does this sometimes happen? How can it be corrected?

Baby's head may be long instead of round right after birth. This can happen because the bones in baby's head are soft enough to change shape slightly in order to go through the birth canal. The head will resume its normal shape within a few days.

2. What is cradle cap? How can it be prevented? How should you treat it if it does develop?

Cradle cap is a scaliness something like dandruff. It can usually be prevented by washing baby's head thoroughly and regularly. If it does develop, rub the scalp gently with cotton balls dipped in baby oil. When the scales loosen, wash them away.

3. What should you do if your baby's belly button sticks out?

You don't need to do anything unless it sticks out a lot. Then you might ask your doctor to check for hernia.

4. "Should" a baby have one, and only one, bowel movement each day?

The number doesn't much matter. Some babies have several each day, others may sometimes skip a day.

5. What is meconium?

Meconium is a greenish-black sticky substance which fills baby's intestines before birth.

6. Do newborn babies sometimes have swollen breasts? If so, why?

Yes, sometimes they have swollen breasts which are caused by hormones from the mother's body.

7. What are miliaria? What causes them?

Miliaria are little whiteheads on the skin, usually on the nose and cheeks. They may develop if baby is dressed too warmly.

8. Give one argument for and one argument against circumcision for baby boys.

Some people think it is easier to keep a circumcised penis clean. Others think it is an unnecessary operation.

9. How can you "test" your infant's ability to follow objects with her eyes?

Hold a big piece of brightly colored cardboard about twelve inches from her eyes, then move it slowly. Does she "follow" it with her eyes?

10. What is reflex action? List at least two examples of reflex action in a newborn.

Reflex action is a response one makes to something without having to learn to do so. A newborn's rooting and sucking are reflex actions.

11. What is most important to a newborn?

His own comfort is most important to him.

12. Describe the best way to pick up and to hold a newborn baby.

Put your hands under her, then wait a second or two before lifting her. Provide support for her head while you lift or hold her.

13. How can you teach your baby to trust you while she is very young?

Take care of her needs as completely as possible.

14. According to the research quoted in the chapter, who will probably cry more at one year of age - the baby who, during her early months, was picked up when she cried, or the baby who was "taught" she would not be picked up (couldn't "have her way") every time she cried?

The babies who are picked up when they cry will probably cry less at one year of age than will the babies who are not picked up each time they cry.

15. Discuss several things you can do for a baby who cries a lot.

Keep her clean, dry, warm (but not too warm), and fed. Hold her, rock her, and sing to her.

16. How do you "swaddle" a baby? Why might a baby like to be swaddled?

To swaddle a baby, wrap her tightly in a blanket. Some babies seem to feel more secure when they are swaddled.

17. How does colic affect a baby? How long does it usually last? What can you do about it?

A baby who has colic seems to have a stomach ache and cries nearly every evening. About all you can do is help him to be as comfortable as possible. Colic usually is gone by the time the baby is three months old.

18. If you argue and fight a lot with your family, how may this affect your baby?

The baby may become as upset as the rest of the family.

19. If baby shivers and seems cold while you're bathing her, what can you do about it?

Leave her shirt on while you bathe her. Bathe her quickly.

20. Why should you test bath water with your elbow instead of your hand?

Your elbow is more sensitive to temperature than your hands are.

21. How should you wash diapers?

Pre-soak them in warm water and vinegar, but no soap. Put through washing cycle, then wash diapers using hot water and mild detergent.

22. What can you do to keep your baby from getting a diaper rash?

Don't use plastic pants for the first few weeks. Keep her as clean and dry as possible.

23. If your baby gets a diaper rash, what can you do about it?

Use either prescription or non-prescription ointment or powder each time you change her. Let her go without a diaper as much as possible.

24. What are Tempa-dots? Can you buy them in your local drugstore?

Tempa-dots are disposable thermometers to be used for taking underarm temperature.

25. If your baby spits up a lot, what can you do about it?

Give him frequent small feedings and handle him extra gently after each feeding.

26. What is diarrhea? Why is this a dangerous condition for a baby to have?

Diarrhea is a thin, watery, foul-smelling discharge. It is dangerous for baby because he can quickly lose too much fluid if he has diarrhea.

27. What is a hernia? If your baby has one, what should you do about it?

A hernia is a bulge around the navel or the seamline between the leg and the tummy. Sometimes it will go away by itself, but sometimes a hernia requires simple surgery.

[redacted]

1. If you have lived with or taken care of a newborn baby during the past two years, describe the baby as s/he was at birth. Then discuss her/his care during the first two months after birth. Did s/he cry much? What seemed to cause crying? How often did s/he eat? Was s/he breast or bottle fed? Did s/he have colic? What was her/his sleeping pattern? If you have not cared for a newborn, interview someone who has, then write your description.

2. Pretend you are a helpless infant. Why do you cry? What do you want from your parents? How do you feel when no one answers your cries? How do you feel when someone changes your diaper, feeds you, and rocks you? Write a paragraph describing your feelings.

[redacted]

1. Make a paper plate face to attach to a baby's crib.

2. Compare the cost in your area of using diaper service, buying cloth diapers and washing them yourself, and using disposable diapers for one year. How much money could you save using cloth instead of disposable diapers?

[redacted]

1. Instructor from Red Cross or other new-parent class to discuss care of the newborn.

2. Nurse or pediatrician to discuss care of newborn, including discussion of possible symptoms of illness.

[redacted]

If your students don't have children of their own, they might enjoy and learn from participating in an Adopt-An-Egg project. Provide each student with an uncooked egg which s/he is to care for as if it were a newborn baby.

Encourage students to name their eggs, paint faces on them, and prepare tiny cribs (boxes) for them. Then explain that for one week, the egg must either be with the student or the student must provide appropriate care for her/his egg-baby. If the egg is left at home, a baby sitter must be found.

At the end of the week, ask students to report on their experiences.

[redacted]

1. "Newborn." Free loan from Johnson & Johnson or West Glen Films.

This excellent film covers the first two weeks of life. It presents the fears of new mothers as well as the realities of parenthood.

2. "The Amazing Newborn." Health Sciences Communication Center or free loan preview from Ross Laboratories. Contact your local Ross representative.

The film portrays the development already present in a newborn, and how that development can help foster good early communication between parents and infant.

CHAPTER 3

BREAST OR BOTTLE FEEDING?

Study Objectives

1. To be aware of reasons for and against bottle feeding and breastfeeding an infant.

2. To learn techniques which may help a mother successfully breastfeed her baby.

3. To understand the importance of always holding a baby while giving him a bottle and to understand the risks involved in propping a bottle in his mouth.

4. To realize that babies need to be fed when they are hungry rather than "on schedule."

Study Guide

1. How can you tell if the nipple holes on a baby's bottle are big enough - but not too big?

If you hold the bottle upside down, the milk drips slowly out.

2. Why does it matter if the nipple holes are too big? What can you do about this problem?

Baby won't get enough sucking. Solve the problem by buying new nipples.

3. If the nipple holes are too small, what can you do about it?

Dip a needle in boiling water, then stick it through the nipple holes to make them bigger.

4. Describe some disadvantages in bottle feeding.

Breast milk is physically better for baby. Formula is expensive. Some babies are allergic to cow's milk.

5. Describe three situations in which formula would probably be better than mother's milk for baby.

She probably should not breastfeed if she must take medicine which would harm her baby, if she is on drugs, or if she smokes a lot.

6. Why do a lot of young mothers choose to breastfeed their babies?

They think it's best for baby. They feel closer to baby. It's cheaper. It's easier than bottle feeding.

7. Describe some problems that may occur if a mother decides to breastfeed her baby.

Her nipples may get sore. Baby may want and need to eat very often.

8. If a breastfed baby seems to need formula in addition to breast milk, should he be offered the formula before or after breastfeeding? Why?

The formula should be offered after baby has nursed. Her sucking causes more milk to form in her mother's breasts. If she had formula first, she would suck less, and her mother's breasts would produce less milk.

9. If you want to breastfeed, is it best to give your baby an occasional bottle during her first two or three weeks? Why or why not?

It's best to wait a month so the baby and the breasts will have a chance for a good start in breastfeeding. The more baby sucks, the more milk mother's breasts will produce.

10. Is it necessary to give a breastfed baby extra water even if she doesn't want it?

No, it isn't necessary.

11. What is the La Leche League? Is there a chapter in your community?

La Leche League is an organization of breastfeeding mothers.

12. Define colostrum.

Colostrum is a yellowish substance which contains water, some sugar, minerals, and important antibodies. The breasts produce it for two or three days after delivery.

13. How can you tell if a breastfed baby is getting enough milk?

If she has at least six wet diapers each day, if she seems satisfied for at least one or two hours after each feeding, and if she seems to be gaining weight and is active when she's awake, she's getting enough.

14. At times, baby may suddenly want to nurse more often than she has been. What does this mean? How should you react?

It means she needs more milk. Nurse her more often so your breasts will start producing more milk.

15. Is colostrum good for baby? Why or why not?

Yes, it is good for baby because it gives him protection against illness.

16. Define areola.

The areola is the dark area around the nipple on the breast.

17. How can you help a newborn baby get started with breastfeeding?

Touch his cheek next to your breast so he will turn toward the nipple. Help him get as much of the areola in his mouth as possible. Hold nipple so his nose isn't buried in your breast.

18. How long should you nurse the baby the first day?

Two or three minutes on each side at each feeding is enough.

19. If you offer baby your left breast at one feeding, why should you offer the right one first at the next feeding?

You want baby to empty each breast completely so that the breasts "know" to produce more milk.

20. How can you deal with the following problems?

a. If your nipples get sore. *Keep them dry and expose them to air. Putting pure lanolin on them may help.*

b. If your breasts get hard and uncomfortable. *Nurse your baby and/or express the milk.*

c. If milk leaks from your breasts between feedings. *Use purchased pads or make some from cloth diapers. Use them to protect your clothes.*

21. Do breastfed babies generally need as much burping as bottle-fed babies?

No, they usually don't.

22. Are bottle-fed or breastfed babies likely to have fewer colds during their first year?

Breastfed babies tend to have fewer colds.

23. Is there any advantage in breastfeeding a baby for a few days even if you plan to switch to bottles after that? Explain your answer.

Yes. If you breastfeed for just a few days, baby will get the colostrum which is good for him.

24. Should babies less than two months old be fed solid food?

No, they should not have solid foods.

25. When should you start feeding solid food to your baby?

Wait until he is at least four months old.

26. List three reasons you should <u>never</u> lay a baby down, then prop a bottle in her mouth.

1. She needs the love she gets from being held while she eats.
2. Propped bottles are the cause of most ear infections.
3. Babies can choke on a propped bottle.

27. How often should you feed baby during the first couple of months?

Feed her as often as she seems to want to eat.

28. How many glasses of liquids should you drink each day if you are breastfeeding? What kind of liquids should you drink?

You need 12-16 glasses of liquids each day. A lot of milk is best, but not absolutely necessary. No more than two cups of coffee, tea, and soft drinks should be consumed each day.

Writing Assignment

Write a one-page essay on one of the following topics:

"Why I would prefer to breastfeed my baby" or
"Why I would prefer to feed my baby from a bottle."

Projects

1. Talk to someone who is bottle-feeding her baby. Why did she choose bottle feeding? How much does the formula cost each month? For how long did she sterilize baby's bottles? Does she ever prop bottles? If she has another baby, will she bottle-feed or breastfeed?

2. Mix a batch of formula yourself and put it in bottles you have sterilized. How long did it take you to prepare the formula?

3. Interview a mother who is breastfeeding her baby or has recently done so. Ask her how she feels about it. Does she think breast- or bottle-feeding would be easier? Which is cheaper? If she is no longer breastfeeding, why did she stop? Did she think getting started with breastfeeding was hard? If so, in what ways? Does she see any advantage for the baby as far as breastfeeding is concerned?

Guest Speakers

1. If there is a La Leche League chapter in your community, invite a representative to discuss breastfeeding with your class. If there is no League organization, invite a nursing mother to share her experiences with your students.

2. Ask one or more nursing mothers and one or more bottle-feeding mothers to form a panel to discuss with your class the two methods of feeding babies.

Films

1. "The Breastfeeding Experience." Parenting Pictures.

   Mothers from different ethnic and cultural backgrounds talk about the difficulties and satisfactions of breastfeeding. It's an excellent film.

2. "Breastfeeding: The Natural Way." Free loan from Ross Laboratories. Contact the Ross representative in your area.

   How breastfeeding works and how to get started are described.

CHAPTER 4

HOW DO PARENTS FEEL?

Student Objectives

1. To learn about post-partum depression and ways of dealing with it.

2. To think about ways of handling the inevitable frustrations of dealing with a baby's crying.

3. To consider the role a father may play in parenting, whether or not he is married to the baby's mother.

4. To think about the pleasures and possible conflicts associated with extended family living.

Study Guide

1. What is another name for post-partum depression? Why does this happen?

After-baby blues may occur because of emotional reactions to being a mother, and also because of the hormone changes happening in her body after delivery.

2. If you have after-baby blues, what can you do that might help you feel better?

Get help with baby care. Do something you want to do for yourself. Talk to your friends.

3. What does "bonding" with baby mean?

Bonding with baby means falling in love with her.

4. Caring for a baby is sometimes frustrating. She cries and cries and you can't seem to do a thing about it. There are times in all parents' lives when parenting becomes very frustrating. How do/might you handle this kind of stress so that you don't take your frustrations out on your baby?

Answers will vary, but should include comments about getting help from others while mother takes "time out" from baby care.

5. How do you react to the three accounts of fathers' involvement or non-involvement with their babies?

Answers will vary.

6. Comment on Beth's story on page 73. Do you think she is "right" in not wanting her baby's father to come over any more?

Answers will vary.

7. Under what conditions does an unmarried father usually have a right to see his child?

If he is providing any financial support, he has the right to see his child. In some cases, he may do so even if he isn't providing any support.

8. Do most children in this country grow up living with both of their parents?

No. About half the children in the United States spend at least part of their lives in a one-parent household.

9. Discuss Kimberly's feelings about the advice her mother gives her.

Answers will vary.

10. Why do you suppose Allison's sisters usually refuse to babysit for her?

Answers will vary, but may include comment about sisters possibly resenting Allison's baby.

11. Have you known a young mother whose own mother seemed to take over most of the responsibilities of baby care? How did the baby's mother feel about the situation?

Answers will vary.

12. If a young mother feels her own mother is "taking over" the care of her baby, what might she do about it?

Answers will vary, but should include some reference to the young mother willingly taking most of the care of her baby rather than asking for help from her mother.

13. What could you tell a grandmother who thinks picking baby up when she cries will spoil her?

Answers will vary, but should include something about babies generally needing something when they cry, and that their needs should be answered whenever possible.

Writing Assignments

1. If you have had a baby, did you have post-partum depression? Please write a paragraph describing your feelings during this period. If you haven't had a baby, talk to someone who has, and describe her feelings.

2. If you have a baby, how has your life style changed since childbirth? If you aren't a parent, interview someone who has a baby. Describe her/his life style changes.

3. If you have a child, did you live with your parents when s/he was tiny? If so, write at least one or two pages in which you describe the good and the not-so-good things about your living arrangements. If you have never been in this situation, interview someone who has lived with her parents after having her own baby. Describe your interview.

4. Pretend you are a month-old baby. How do you feel when you wake up wet and hungry? How do you feel when, even though you have just been fed and changed, you still cry? What do you want from your mother? Write a descriptive paragraph about your feelings. Use lots of adjectives. (NOTE: This assignment is not in the *Student Study Guide*. You may want to assign it separately.)

Guest Speakers

1. Lawyer to discuss unmarried fathers' rights and other legal aspects of school age parenthood.

2. Obstetrical nurse or other knowledgeable person to discuss bonding between newborn and parents.

3. A teenage mother and her mother who live together - to discuss three-generation living.

4. A panel of young fathers to discuss their involvement in parenting their children.

Film

"Are You Ready for the Post Partum Experience?" Parenting Pictures.

The good things about new parenthood are discussed along with depression, lack of sleep, and other difficulties of living with a new baby. Feelings are stressed.

Sound Filmstrips

1. "A Life Begins. . .A Life Changes. . .The School Age Parent," Set 1, "Becoming a Parent: The Emotional Impact." Five filmstrips. Parents' Magazine Films, Inc.

This filmstrip set, through dramatizations based on actual case studies, looks at the emotional impact of parenthood for teenagers. It may help school age parents better understand and deal with the often confusing situations brought about by early parenthood.

2. "A Life Begins. . .A Life Changes. . .The School Age Parent," Set 4, "Building a Future," Filmstrip 1, "Parent and Child: Establishing a Relationship." Parents' Magazine Films, Inc.

A young mother usually expects to love her child at first sight, then is upset if this doesn't happen. The filmstrip points out that sometimes parent-child bonds are not established instantly, especially in situations where young parents are living with emotional stress. Love develops as the parent and child spend time together and learn about one another.

3. "A Life Begins. . .A Life Changes. . ." Set 3, "Understanding the Law." Parents' Magazine Films, Inc.

Legal rights of young parents - and the rights they don't have until they are 18 - are discussed.

QUIZ

CHAPTERS 1-4

MATCHING. Place the letter of the correct word or phrase in front of each definition.

___1. Dark area around the nipple.
___2. Yellowish substance produced by breasts soon after delivery.
___3. Bulge around navel or at seam-line between leg and tummy.
___4. Scaliness on top of baby's head.
___5. Greenish-black, sticky substance.
___6. One type of "falling in love."
___7. Disposable thermometers.
___8. Thin, watery, foul-smelling discharge.
___9. Whiteheads usually caused by too-warm clothing.
__10. After-baby blues.

A. Post-partum depression
B. Bonding with baby
C. Areola
D. Colostrum
E. Cradle cap
F. Meconium
G. Miliaria
H. Tempa-dots
I. Diarrhea
J. Hernia

TRUE/FALSE. Write "T" before the sentence if it is true. Write "F" before it if it is false.

___11. An unmarried father usually has the right to see his child if he provides any financial support.

___12. If a newborn baby's head is molded into a somewhat pointed shape, it will usually stay that way for several months.

___13. If your baby doesn't have a B.M. every day, he must be constipated.

___14. Using plastic pants over a newborn baby's diapers may cause a painful diaper rash.

___15. Premature babies are more likely to have physical and mental handicaps than are full-term babies.

___16. If a pregnant woman does not eat a lot of protein foods, her baby may not have as many brain cells as he should.

___17. It's all right to take just a few aspirin - two or three a day - while you are pregnant.

___18. "Prepared childbirth" means you must not use any anesthesia during labor and delivery.

___19. Propped bottles are the cause of most babies' ear infections.

___20. Breastfed babies need not be given extra water if they don't want it.

MULTIPLE CHOICE. Underline the correct answer.

21. (Most, One-half, One-third) of the children in this country spend at least part of their lives in one-parent families.

22. If you use disposable diapers for your baby, you will probably spend at least ($50, $250, $100) more during the first two years than you would if you used cloth diapers.

23. During pregnancy, a woman should gain (20 pounds or less, 24-35 pounds, at least 40 pounds).

24. A breastfed baby should nurse (two, ten, fifteen) minutes at each breast at each feeding the first day after delivery.

25. A nursing mother needs at least (4, 8, 12) glasses of liquids each day.

26. Babies should not be fed solid food until they are at least (one, two, four) months old.

27. A baby will probably have fewer colds during her first year if she is (fed from a bottle, breastfed).

28. Breastfed babies generally need (less, more) burping than do bottle-fed babies.

MULTIPLE CHOICE. Circle the letter of <u>all</u> correct answers. Some statements have several correct answers.

29. If your baby gets cradle cap, you should

a. Wipe the top of his head with cotton balls dipped in oil.
b. Put a warm cap on his head.
c. Cut his hair.
d. Keep his head dry.

30. Which of the following is <u>not</u> a reflex action?

a. Sucking b. Rooting c. Crying
d. Following a bright object with her eyes.

31. If your baby has colic, it

a. is probably your fault.
b. means she will always be a fussy child.
c. will probably go away within three months.
d. makes her cry all day long.

32. Early diagnosis of pregnancy is essential so the woman
a. has time to get an abortion if she thinks she should.
b. can get early prenatal care.
c. will know she must eat right and stay away from drugs, alcohol, and smoking.
d. can drop out of school immediately.

33. If you smoke during pregnancy, your baby is likely to be
a. born prematurely. b. extremely healthy.
c. too small at birth. d. red-haired.

34. A baby whose mother drinks liquor during pregnancy runs a chance of being an FAS (Fetal Alcohol Syndrome) baby. An FAS baby may

a. be abnormally small at birth, especially in head size.
b. have a too-small brain.
c. be jittery and hyperactive.
d. have a heart defect which requires surgery.

35. Colostrum is good for baby because it provides

a. the first solid food for baby.
b. a substitute for a rocking chair.
c. antibodies to fight illness.
d. nutritious minerals.

36. During her first two months, it's best to feed baby

a. once every four hours.
b. whenever she seems hungry.
c. at least once every three hours.
d. whenever it's convenient for you.

37-40. List the four food groups. How many servings of each should you eat each day while you're pregnant?

1. 2.

3. 4.

41-50. Write an essay - at least three paragraphs - describing how you can teach your baby to trust you during her first two or three months of life. Five points will depend on the content of your answer, and five points will depend on your grammar, spelling, sentence and paragraph structure.

KEY

1-C; 2-D; 3-J; 4-E; 5-F; 6-B; 7-H; 8-I; 9-G; 10-A

11-T; 12-F; 13-F; 14-T; 15-T; 16-T; 17-F; 18-F; 19-T; 20-T

21-One-half; 22-$250; 23-(24-25 pounds); 24-two; 25-12; 26-four 27-breastfed; 28-less

29-a; 30-d; 31-c; 32-a,b,c; 33-a,c; 34-a,b,c,d; 35-c,d; 36-b

37-Milk, 5-6 servings; meat group, 3; fruits and vegetables, 4; bread and cereals, 4.

CHAPTER 5

TWO-FIVE MONTHS: YOUR INFANT-PERSON

[redacted]

1. To learn about the physical, social, and intellectual development of a two-to-five-month-old baby.

2. To learn how to care for and interact with a baby of this age.

3. To think about desirable timing for birth of a second child, and to understand how to avoid unplanned pregnancy.

4. To realize the importance of providing a child with the recommended immunizations against disease.

[redacted]

1. Describe how baby's hands and his attitude toward them change from birth to about three or four months of age.

   At first his hands are fisted and he pays no attention to them. By about three months, he'll open his hands and stare at them. He will move his fingers, then bring his hands together. He will begin to bat at, then grab objects.

2. How well can a three- or four-month-old baby see?

   She can probably see as well as an adult can.

3. Describe two ways you can provide pressure for baby's feet.

   Lay her in her crib so she can push against the end of it with her feet. Stand her up on a hard surface so she can push down with her feet for a few minutes.

4. Describe a mobile suitable for a four-month-old baby.

   It must be strong enough to be hit and pulled. It should look good from baby's viewpoint.

5. Describe a good crib toy for a child of this age.

   It must be "battable" and safe, and it should make a noise. An inexpensive cradle gym is a good purchase.

6. How well does a four-month-old child hear?

   He hears as well as most adults do.

7. How do you help your baby learn she can trust the people around her?

   Respond to her needs as much as possible.

8. How can you help your baby have good self-esteem? What does this mean?

   Good self-esteem means thinking well of oneself. If her parents are pleased with her and show her they are, baby will probably have good self-esteem.

9. By about what age can most babies sit up with some support? Why would you want to help her sit up when she's able to do so?

They can usually sit up with support by three or four months of age. Sitting up lets her see much more than she can when she's lying down.

10. How do you "play" with a four-month-old child? Describe several things you can do with a child of this age.

Most children this age enjoy playing patty-cake and peek-a-boo. They like you to rock them, sing, and talk to them. You can also do a few simple exercises with them.

11. What kind of mirror makes a good "toy" for a baby?

A good quality, stainless steel mirror is best because it won't break.

12. What kind of "reading" might you do with a four-month-old baby? Why might you read to her?

She may enjoy looking at big bright pictures with you. "Reading" with her now may help her enjoy books more when she's older.

13. Is there any reason to be upset or to "do something" when a child sucks his thumb? Why or why not?

No. It won't hurt his teeth, and, if you ignore it, he will quit when he's ready.

14. Why should you leave a signed medical emergency card with your child's sitter when you leave?

Generally, medical care won't be given without a child's parent's permission.

15. React to the accounts on pages 93-94 concerning extended family living.

Answers will vary.

16. Describe several ways of cutting down on the expenses of parenting a two-to-five-month-old baby.

Breastfeeding is cheaper than bottle feeding. Using cloth diapers is a lot cheaper than using disposables. Delaying the feeding of solid food until baby is at least four months old is best from a health standpoint, and it is also much cheaper than buying jars of strained baby food.

17. What do you consider "good" spacing between children? Why?

Answers will vary.

18. Can you get pregnant if you are breastfeeding a baby?

Yes, you can.

19. Should a nursing mother take the birth control pill? Why or why not?

No, because it would cut down on her milk supply.

20. List three effective methods of birth control which could be used by a nursing mother.

She could have an I.U.D. inserted. She could use a diaphragm. She could use foam while the man uses a condom.

21. Which of these methods can be bought in a drugstore without a prescription from a doctor? How effective is it?

Condoms and foam can be bought without a prescription. Used together, they prevent conception as well as does the pill or the I.U.D.

22. Define immunization. (You may need a dictionary.)

Immunization provides protection from certain diseases.

23. List at least six diseases against which your child can be immunized.

Diphtheria, whooping cough, tetanus, polio, measles, mumps, and rubella are examples.

24. Why should we bother immunizing children against red measles or mumps? Against rubella?

Red measles and mumps can cause serious complications such as pneumonia and meningitis in young children. Rubella can cause birth defects in a baby whose mother had the disease during the early part of her pregnancy. A child immunized against rubella can't "give" the disease to a pregnant woman.

25. Where can you have your child immunized at no cost?

You can have him immunized at any public health department.

Writing Assignments

1. Describe in detail a baby who is between two and five months old. If you don't have a baby this age, try to find one in a child care center or at a friend's house. If you absolutely can't find a child between two and five months of age, base your writing on your reading about this stage of infancy.

2. How do you feel about leaving your baby with a sitter? About taking her/him with you wherever you go? (If you don't have a baby, pretend that you do.) Write a paragraph describing your feelings on these issues. How did you feel the first time you left your baby with someone else?

Projects

1. Observe two babies, one about two months old, and the other about five months of age. Compare their development. Report in detail either in writing or orally. (This assignment could, of course, also be used for the first writing assignment above.)

2. Knit or crochet a brightly colored wristlet for a two-to-five-month-old baby. If you don't crochet or knit, make one from red

or yellow fabric. Either use snaps to fasten it, or put the fabric over elastic. Don't make it too tight for baby's wrist.

3. Put the wristlet on a baby of this age, then watch her. Does she react? What does she do? How long does she seem interested in her wristlet?

[redacted]

1. Person from Planned Parenthood to discuss birth control.

2. Someone to discuss selecting a responsible baby sitter.

3. Doctor or nurse to recommend immunization schedule, and to discuss the importance of having all children follow that schedule.

[redacted]

1. "Hope Is Not a Method." Perennial Education.

The film is for sexually active people who don't wish to become pregnant. Methods of contraception are discussed sensitively and realistically.

2. "A Gift, An Obligation." Free loan, West Glen Films.

The narrator points out that childhood diseases used to be a real threat to children's health, and, without immunizations, they still are.

[redacted]

1. "A Life Begins. .A Life Changes. .The School Age Parent," Set 2, "Dealing with the Practical Problems of Parenthood," Filmstrip 5, "Family Planning." Parents' Magazine Films, Inc.

This is an excellent filmstrip. It gives very little information on specific methods of birth control. Instead, it shows school age parents discussing why they are or are not using birth control. The negative aspects of another pregnancy are described.

2. "A Life Begins. . A Life Changes," Set 4, "Building a Future," Filmstrip 4, "Moving Toward Self-Sufficiency." Parents' Magazine Films, Inc.

Part of the filmstrip is a good discussion of three-generation living as a young mother talks with her uncle about the problems she's having living with her mother.

CHAPTER 6

GOOD FOOD FOR BABY

Student Objectives

1. To learn that current research indicates it is best to start feeding solid food to a baby when she is between four and six months old.

2. To learn how to prepare baby food at home, and some of the reasons for doing so rather than buying commercially prepared strained or junior food.

3. To understand that a slim baby is likely to be healthier than is a fat baby.

Study Guide

1. If you breastfeed your baby, and you continue taking your prenatal vitamins for two or three months after delivery, should you give your baby an extra vitamin supplement? Why or why not?

No, you should not, because baby probably gets enough vitamins from your milk.

2. Breast milk provides enough iron for baby until she is about *four* months old.

3. Why do most doctors recommend giving baby a fluoride supplement? What happens if she gets too much fluoride?

Fluoride in one's diet helps prevent development of cavities in one's teeth. Too much fluoride, however, can cause discolored teeth.

4. At what age should you start feeding solid food to your baby?

Start feeding solids when she is between four and six months of age.

5. What is the protrusion reflex? What does it have to do with feeding solid food to an infant?

If you put food in an under-four-months-old baby's mouth, he will usually spit it out. This is the protrusion reflex. This makes it hard to feed him solid food!

6. According to current research, will feeding a two-month-old baby cereal before he goes to bed help him sleep through the night?

No, it won't.

7. Why is it a good idea to give baby some solid food by the time she is six months old?

She needs nutrients she isn't getting from formula or breast milk. She also needs to learn to eat solid food.

8. Why should baby's first solid food be rice cereal, but not mixed cereal?

Rice is less likely to cause allergies. If she is allergic to one of the foods in the mixed cereal, you wouldn't know which one caused the problem.

9. What size and shape spoon should you use for feeding baby? Why?

Use a small, narrow, shallow-bowled spoon because it will fit baby's mouth much better than would a bigger spoon.

10. Is it a good idea to mix baby's cereal with her milk, then feed it to her from her bottle? Why or why not? Give two reasons for your answer.

No, she should not "drink" cereal from a bottle. She needs to learn to eat solid foods, not suck them. She also needs to develop certain facial muscles through eating solid food.

11. Once you start feeding solid food to baby, how often should you offer her a new food, something she hasn't yet tried? Explain your answer.

Offer her only one new food each week. If she seems allergic to a certain food, you will know which one it is.

12. When should you start feeding baby orange juice?

Delay feeding orange juice until he is one year old.

13. How old should baby be before you feed her egg white?

Feed her egg white when she's ten to twelve months old.

14. Describe how to prepare a banana for feeding to a five-month-old baby.

Mash to a smooth consistency. Add a little milk if it seems too thick for baby.

15. How do you prepare fruits and vegetables for a five-month-old baby?

Boil or steam them, then put through a blender.

16. Why is steaming vegetables and fruits better than boiling them for baby? Have you ever eaten steamed vegetables?

More vitamins are saved when foods are steamed instead of being boiled.

17. How should you season baby's food? Lots of seasoning - or not much at all?

Babies need very little seasoning in their food.

18. Should you sweeten baby's food with honey? Why or why not?

No, because honey is not sterilized and can cause food poisoning.

19. Describe two methods of freezing baby food.

For the "plop" method, drop food by spoonsful on a cookie sheet. Freeze quickly, then pack in plastic bags. The second method is to pour prepared food into ice cube trays, then freeze.

20. By what age can you feed baby mashed table food?

You can feed most babies mashed table food by the time they are eight months old.

21. List at least five foods you can give baby to eat by himself. At about what age should you start each of these foods?

Examples include teething biscuit, five months; hard-boiled egg yolk, six months; dry unsugared cereal, French toast, soft toast, cooked carrot and potato pieces, peas with skins broken, diced liverwurst sandwiches, seven months.

22. How should you prepare raw carrot for a baby or toddler? Why should you prepare it this way?

Grate carrots so baby can't choke on them.

23. What kinds of health problems are fat babies more likely to have than are slim babies?

They have more respiratory infections and other illnesses.

24. Does being fat as an infant have anything to do with a person's tendency to gain weight as an adult? Explain your answer.

Yes, because fat babies may develop more fat cells than thin babies do. They are then more likely to become fat adults.

25. What is an empty calorie? Should babies be given foods containing empty calories?

Empty calories are foods which contain only calories with little or no vitamin, mineral or protein content. No, babies should not be given empty calorie foods.

26. Why should you not give your baby coffee, tea, or cola drinks?

These drinks contain caffeine which is a drug. Baby doesn't need drugs.

27. About how much milk does a baby need each day?

Baby needs at least 20 ounces of milk each day.

28. What problem can be caused by putting baby to bed with a bottle of milk? What should the bottle contain instead of milk?

If the milk film stays on her teeth at night, it breeds decay. Put water in her bottle if she takes it to bed with her.

29. Describe an easy way to clean up after baby when she starts feeding herself.

It's easier if you put her in a highchair. Put lots of newspapers under the highchair. When she's finished, roll the newspapers up and throw them away.

Writing Assignment

Watch a baby feed himself. Then write a paragraph describing the entire process. Use lots of adjectives.

Projects

1. Plan menus for two days for a family which includes mother and father, their 12-year-old son, 17-year-old daughter, and her 8-month-old baby. Plan meals suitable for the entire family including the baby. Explain how you would prepare specific foods for the baby.

2. Demonstrate the preparation of at least two different foods for baby. Either prepare them at school or fix them at home. If you fix the foods at home, freeze them either by the "plop" method or the ice cube method, then bring samples to school.

Guest Speakers

1. Teacher from a day care center or other "expert" (could be a mother who prepares baby food at home) to demonstrate preparation of food for four-to-ten-month old babies.

2. Nutritionist to discuss food needs of small children.

Class Project

Ask each student to interview at least three mothers in order to learn the age at which they first fed solid food to their children. Also instruct students to ask the mothers if their children showed any signs of allergies.

Divide the results into two groups: those who fed solid food to their children before they were four months old, and those who waited until later. In which group did a higher percentage of the children develop allergic symptoms?

Sound Filmstrip

"Infant Care." Filmstrip 2, "Food and Nourishment." 1977. Butterick Publishing, 161 Sixth Avenue, New York, NY 10013.

The filmstrip offers a good discussion of infant feeding, both breast and bottle, and of feeding solid foods to baby. Preparing food at home is mentioned.

QUIZ

CHAPTERS 5 AND 6

TRUE/FALSE. Write "T" before the sentence if it is true. Write "F" before it if it is false.

___1. Breastfed babies need vitamin supplements from the time they are two weeks old.

___2. Most babies need solid food in addition to breast or formula by the time they are two months old.

___3. Most six-month-old babies need solid food.

___4. Feeding a two-month-old baby cereal before he goes to bed will not help him sleep through the night, according to the research quoted in the book.

___5. If a baby is used to drinking from a bottle, her first solid food should be thinned and given to her from a bottle.

___6. Egg white should not be given to a baby until she is ten or twelve months old.

___7. Overweight babies are more likely to be fat adults than are slim babies.

___8. Honey should not be fed to a baby.

___9. You should remember to put some seasoning in all of baby's foods so they will taste better to her.

___10. Because babies are growing so fast, they should be given some empty calorie foods.

___11. A four-month-old baby can see about as well as most adults.

___12. A child who sucks his thumb during his first year will probably have crooked teeth.

___13. Immunizing a child against polio is not necessary because the disease doesn't occur much any more.

___14. Red measles is especially dangerous for a child because of the possibility of the disease causing pneumonia or meningitis.

___15. You cannot get pregnant while you are breastfeeding your baby.

___16. You should not take the birth control pill while you are breastfeeding.

___17. A very effective method of birth control is for the woman to insert foam before intercourse and the man to use a condom.

___18. It's OK for a nursing mother to have an I.U.D. inserted in her uterus or to use a diaphragm for birth control.

MULTIPLE CHOICE. Circle the letter of the correct answer.

19. All children should be immunized against rubella because

a. a child with rubella gets very sick.
b. a child with rubella might infect a pregnant woman.
c. rubella causes scars.
d. rubella often causes pneumonia or meningitis.

20. A good choice for baby's first solid food is

a. rice cereal
b. wheat cereal
c. mixed cereal
d. cereal and fruit together

21. When you start feeding solid food to your baby, you should generally offer her a different food no more often than

a. once a week.
b. once each day.
c. every month or two.
d. at each meal.

22. The protrusion reflex

a. causes baby to spit food out.
b. goes away by four months of age.
c. Neither a nor b.
d. Both a and b.

23. Examples of empty calories are (more than one answer may be correct)

a. potato chips.
b. cokes.
c. candy .
d. carrot sticks.

24. Your baby can probably eat mashed table food (instead of food put through a blender or baby food grinder) by the time he is

a. four months old.
b. six months old.
c. eight months old.
d. one year old.

MULTIPLE CHOICE. Circle the word which most correctly completes the sentence.

25. Most babies can sit up with some support by the time they are (two, four, eight) months old.

26. Most breastfed babies need an iron supplement by the time they are (two, four, eight) months old.

27. You should start feeding orange juice to your baby when she is about (one month, one year, two years) old.

28. Fat babies generally are (more, less) healthy than slim babies.

29. If you want to give your toddler raw carrots, you should (grate, slice) them.

30. (Boiled, Steamed) fruits and vegetables are more nutritious for baby - and for everyone else.

31. If baby is eating solid food, she probably still needs at least (8, 32, 20) ounces of milk each day.

32. Where can you have your child immunized at no cost?

33-36. Describe the preparation of four solid foods for a six-month-old baby.

1.

2.

3.

4.

37-40. Write an essay discussing the advantages of preparing baby food at home instead of buying the jars of baby food at the supermarket. Write at least one page. Half your grade will depend on the information in your paragraph, and half will depend on your neatness, grammar, spelling, sentence and paragraph structure.

KEY

1-F; 2-F; 3-T; 4-T; 5-F; 6-T; 7-T; 8-T; 9-F; 10-F; 11-T; 12-F; 13-F; 14-T; 15-F; 16-T; 17-T; 18-T.

19-b; 20-a; 21-a; 22-d (+ a,b is OK too); 23-a,b,c; 24-c.

25-four; 26-four; 27-one year; 28-less; 29-grate; 30-Steamed; 31-20; 32-Health Department.

CHAPTER 7

FIVE-NINE MONTHS: READY TO GO

[redacted]

1. To understand the physical, social, and intellectual development of babies aged five to nine months.

2. To be able to play with a five-to-nine-month-old baby.

3. To learn how to care for a child of this age.

[redacted]

1. At what age do most babies sit up by themselves? When do they start creeping or crawling?

   Many sit up by about 6½ months. They usually start creeping or crawling about a month later.

2. Should you worry if your baby doesn't follow this exact schedule of sitting and crawling? Why or why not?

   No. Babies vary a lot in their development.

3. Is the age at which a baby sits up or crawls a measure of her intellectual development? At what age can intellectual development begin to be measured?

   No. Intellectual development can't really begin to be measured until the child is about three years old.

4. If your baby learns to stand up, but doesn't know how to sit down, how can you help her?

   You can gently bend her knees to show her how she can sit down.

5. What is baby's biggest reason for learning to crawl?

   Curiosity is the most important reason.

6. What is "stranger anxiety"? At what age does this appear in most babies?

   If baby becomes afraid of people he doesn't know, it is called "stranger anxiety." Most babies show this fear by the time they are eight to twelve months old.

7. How can you help baby cope with stranger anxiety?

   Give him time to adjust to other people. Don't insist that he go to someone else immediately.

8. How should you react to your child's fears?

   Know these fears are real to your child, then help him learn to feel more secure.

9. What is baby's first "physics lesson"?

She'll drop a spoon or toy from her highchair to the floor, then lean over to see what happens.

10. What does baby learn from flipping a light switch on and off?

She's learning that she can make things happen.

11. How can you help a five-to-nine-month-old child develop language long before he can talk himself?

You should talk to him and read to him a lot. Talk about whatever you are doing with him.

12. What kinds of books are best for baby at this age?

Very simple stories with big pictures of things he knows are best.

13. Describe at least three things from your kitchen with which a five-to-nine-month-old baby would enjoy playing. Choose items not listed in the book.

Answers will vary.

14. Describe a game you might play with a five-to-nine-month-old child.

Examples are hide-and-go-seek, chasing baby across the floor, and peek-a-boo. Student may think of others.

15. Why are rice bags a better toy than bean bags for babies?

Rice is safer. Baby could choke on a bean. He could have a real problem if he stuffed a bean in his ear or his nose.

16. Why are balls such good toys for babies?

They can roll them, throw them, crawl after them.

17. How much sunshine should baby have at first?

Very little. Two minutes of sun a day, front and back, are enough at first.

18. How can you "test" baby's memory?

Let her play with a toy for a few minutes. Then pick it up and put it under a scarf. Does she reach for it or look for it? If not, she probably doesn't remember the toy.

19. When does the "average" baby cut her first teeth?

She'll cut her first teeth at six or seven months of age.

20. If teething is a painful experience for your baby, what can you do to help her feel better?

Give her a teething ring which has been stored in the freezer. You can also buy teething lotion which may help.

21. Is it wise to blame a fever on teething? Why or why not?

No, because fever usually indicates illness.

22. How can you help keep cavities from forming in baby's teeth?

Give her water to drink instead of sweet drinks. Don't give her sweet foods or cokes.

23. Baby needs at least 20 ounces of milk each day. But when can a bottle of milk be a problem for her teeth?

If baby takes a bottle of milk to bed with her and keeps it in her mouth as she goes to sleep, the milk will form a film on her teeth. The natural sugar in the milk is likely to cause cavities if it stays on her teeth in this way.

24. What can you do to prevent "nursing bottle syndrome"?

Give baby her bottle of milk before she goes to bed, preferably while you hold her on your lap. If she wants a bottle when she goes to bed, put water in it.

25. Why is it wise to start a bedtime routine with your baby by the time she is nine months old?

A bedtime routine will probably help her go to bed regularly with less fussing on her part.

26. Describe a bedtime routine suitable for a nine- or ten-month-old child.

Read to her. Help her find her security blanket or favorite stuffed toy. Hold her while you give her her bottle of milk or breastfeed her.

[redacted]

1. Observe and/or play with a five-to-nine-month-old baby for at least an hour. Then write a detailed description of her activities.

[redacted]

1. Observe two babies, one about five months old, and the other about nine months. Compare their development. What is the difference in their physical development? How does their social development differ? Is one less friendly with people s/he does not know well? What can the nine-month-old do that the five-month-old can't yet manage? How do their eating habits differ? Report orally or in writing.

2. Make a book for baby. Follow the directions given in the chapter under the heading, "Reading Is Important." "Read" it to a baby.

3. Put together a container of small items suitable for a baby of this age to play with on the floor. Then give your filled container to a baby. Observe her. What does she do with the items?

4. Make one or more small rice bags. Show a baby how to play with them.

5. Make a feel box, then show a baby how to use it.

6. Make the coffee can/clothes pin toy described in the chapter. Then use it as you play with a baby.

7. Make a "drop the spool in the hole" game from a coffee can and spools. Share it with a child.

8. Test a baby's memory. Use the technique described under the heading, "Not Much Memory Yet." How did s/he react to your "test"?

9. Supervise the water play of a baby who is between five and nine months old. Report orally or in writing.

[redacted]

1. Dentist to discuss "nursing bottle syndrome" and general care of child's teeth.

2. Parent of twins to share stories of life with two crawling, into-everything babies.

3. Panel of three mothers of children approximately nine months old. Ask one to talk about her child's physical development since birth, one to discuss social development, and the other, intellectual development.

[redacted]

"Growing Up Together," Part 1. Available for free showing from Children's Home Society of California.

Part I of the two-reel version of this film tells the real stories of two high school students, each of whom has a baby. It gives excellent insight into the lives of these young mothers. (Part II is recommended for use with Chapter 15.)

[redacted]

"Infant Care." Strip 3, "The Healthy Infant." 1977. Butterick Publishing.

The sound filmstrip dramatizes a well baby's visit to the doctor. Various signs of illness in a baby are discussed.

"A Life Begins. . .A Life Changes. . .The School Age Parent," Set 2, "Dealing with Practical Problems," Strip 4, "Keeping the Baby Healthy." Parents' Magazine Films, Inc.

Young parents are shown discussing their babies' health problems with a professional. Very good.

CHAPTER 8

CHILD-PROOFING HELPS BABY AND PARTS

[redacted]

1. To understand the value of arranging a baby's home so that she can satisfy her curiosity as much as possible without risk either to herself or to the things around her.

2. To realize the extreme importance of safety-proofing all areas in a baby's environment.

[redacted]

1. Describe your living room. How would a crawling baby react to it?

Answers will vary.

2. What does Ira J. Gordon think a baby will learn if he is punished for handling the things in his home?

He will learn, not only to leave the things alone, but also that exploration is dangerous, books are to be avoided, parents can hit you, and force is a good way to control people.

3. Why is baby likely to learn the meaning of "No" faster if she hears the word only occasionally - providing, of course, that the "No" is followed by quick action to remove her from the forbidden activity?

If she hears "No" over and over, she will probably learn to ignore the word.

4. Describe some possible problems of putting a baby in a playpen for more than an occasional few minutes. Then give <u>your</u> opinion of putting baby in a playpen.

Babies are generally either bored or infuriated if they are left in a playpen very long. They won't learn much either way. If he is penned up a lot, he may even show delayed motor functioning. Personal opinions will, of course, vary.

5. Why must adults, not the baby, take the responsibility of keeping cigarette butts out of baby's reach?

Cigarette butts are poisonous.

6. How can giving baby a bookshelf for her own books help teach her not to bother your books?

If she has her own, she will probably learn much faster not to bother yours.

7. Describe three safety rules for infants that are mentioned in the book.

Don't ever leave baby on a changing table or bed without a railing even for a second. Don't put a pillow in baby's bed. Don't ever prop his bottle in his mouth.

8. Now list at least three other safety rules for infants.

Answers will vary.

9. List at least five dangerous items found in most kitchens.

Knives, ice pick, grater, dishwashing detergent, other cleaning supplies are examples. Answers will vary.

10. How can a gas stove or heater be dangerous?

If the gas is turned on, but not lit, escaping gas can be deadly. Escaping gas can cause lack of oxygen and explosions.

11. If you ever smell gas in your home, how can you get it checked, usually at no charge to you?

Call the gas company.

12. Why is it important to cut up and destroy immediately all thin plastic bags, such as the ones put on dry-cleaned items?

Baby might put the plastic on his face. It could stick to his face and suffocate him within minutes.

13. Why should you never refer to medicine as "candy" when giving it to a child?

If you do, the child is more likely to take a lot of it, which would be very dangerous for him.

14. How many prenatal vitamins with iron does it take to kill a toddler unless she gets medical attention?

Six to twelve of these capsules can kill a small child.

15. What should you do if you discover that your child has swallowed something which is poisonous?

Try to find out what it was. Take the container with you to the hospital. Call your doctor, nearest hospital emergency room, or your local poison control center for advice.

16. Why is it wise to put an outside lock-release on your bathroom door?

If your toddler locks herself in the bathroom, you can still open the door.

17. Why is it better to put a protective gate on the stairs three or four steps from the bottom instead of at the bottom step?

Baby will have a chance to learn to go up and down a few steps, but won't run much risk of hurting himself.

18. List at least five dangerous items found in many yards and garages.

Answers may vary. Examples include rubbish, insecticides, paint remover, rusty furniture and nails, gardening equipment and other tools, and some plants.

19. Describe the problem of lead poisoning - how it happens and what can be done about it.

Lead poisoning may occur if a child chews on surfaces covered with lead-base paint. If this happens, the child will need medical treatment.

20. If a child wears a life jacket, is she perfectly safe playing in a swimming pool? Explain your answer.

No. A life jacket could hold her upside down and she could drown.

21. If your toddler learns how to swim, will she be perfectly safe in a swimming pool? Explain your answer.

No. She could still get in trouble and drown.

22. Does a car seat belt offer enough protection for a small child under two years of age? If not, what does she need?

No, seat belts don't help people weighing less than 40 pounds. Smaller children need well-designed car safety seats.

[redacted]

1. Write an essay on one of the following topics: "Why I Don't Plan to Put My Baby in a Playpen Very Often" or "Why I Think It Is Necessary to Keep a Baby in a Playpen at Least Part of His Waking Hours." Be sure you discuss your reasons for your viewpoint. Include the effect your choice will have on your baby and on the people with whom you live.

2. Pretend you are a bright, curious toddler. Your mother puts you in a playpen every day for an hour or two. How do you feel about it? Write a paragraph describing your feelings. Use lots of adjectives.

3. Pretend you are the mother of a 16-year-old who has a baby who is almost ready to crawl. You have finally been able to decorate your home as you want it, but you know how important it is for a baby to be able to satisfy his curiosity by exploring his environment. What kind of plans can you make with your daughter so that both your needs and the needs of the baby will be met as fully as possible?

[redacted]

Pretend you are a toddler. Crawl through your house. Look for things that might interest a toddler, but might also either harm her or be damaged by her exploring. List all the problems you can find, then explain what you might do to make your home safe for and safe from a toddler.

If you have a garage and/or yard, check there, too, for changes needed to make the entire area safe for a curious toddler.

[redacted]

1. Person from Poison Control Center to discuss home hazards for toddlers and the kinds of calls they get.

2. Local paramedics to discuss services they offer.

3. An infant center teacher to discuss toy safety.

4. A panel of young mothers to discuss negative and positive aspects of putting baby in a playpen.

5. Someone to talk about and demonstrate acceptable (from a safety standpoint) car seats for babies and toddlers.

[redacted]

"Accident Prevention." 10 minutes, color, sound. Sutherland Learning Associates, Inc., 14654 Oxnard Street, Van Nuys, CA 91411.

The film is coordinated with the chapter on safety in Child Care Manual by Greenberg, Jacobs, and Conrad. (See Bibliography.) Many kinds of preventable accidents are portrayed and discussed. Emphasis is on accident prevention for the very young child.

[redacted]

1. "Infant Care." Strip 4, "Environment for Growth and Stimulation." Butterick Publishing.

Suitable toys for infants are described. Baby-proofing the home is emphasized. The importance of parents playing with baby is also discussed.

2. "Caring for Toddlers." Strip 4, "Environment, Safety, and Play." Butterick Publishing.

Ways to child-proof a home, room by room, are shown so that a toddler can investigate safely. The importance of play as a learning tool is discussed along with the kinds of simple playthings that stimulate a toddler's development.

3. "Child Development and Child Health." Set of five sound filmstrips titled "Health and Safety." 1975. Parents' Magazine Films, Inc.

Safety and first aid for children is discussed in depth. Also covered is home care of sick children.

QUIZ

CHAPTERS 7 AND 8

TRUE/FALSE. Write "T" before the sentence if it is true. Write "F" before it if it is false.

___1. If your baby has a fever, but you know he's teething, you don't need to do anything about the fever.

___2. Most babies can sit up by themselves by the time they are three months old.

___3. The baby who crawls at seven months is probably smarter than is the baby who doesn't crawl until he is ten months old.

___4. Most babies like everybody all through their first year.

___5. You should talk to your baby a lot long before he can talk.

___6. Six-month-old babies generally have very little memory.

___7. Cigarette butts should be kept out of a toddler's reach because they are poisonous.

___8. If he is wearing a life jacket, you can be sure your child won't drown in a swimming pool.

___9. Wearing a regular car seat belt is enough protection for a one-year-old child.

___10. It's OK to put a pillow in baby's crib so long as it is a small one.

___11. A baby can choke on a propped bottle.

___12. Lead poisoning may occur if a child chews on some painted surfaces.

Circle the word which correctly completes the sentence.

13. Swallowing (two, nine) prenatal vitamin capsules can kill a toddler if she doesn't get immediate medical help.

14. It is possible to begin to test a child's intellectual development by the time he is (one, three, five) years old.

15. Most babies cut their first teeth when they are about (three, six, ten) months old.

16-18. List six items found in most kitchens, items which would be dangerous for a toddler to handle.

1. 2. 3. 4.
5. 6.

19-20. Describe "Nursing Bottle Syndrome" - what it is, the effect it may have on a baby, and how to prevent it.

KEY: 1-F; 2-F; 3-F; 4-F; 5-T; 6-T; 7-T; 8-F; 9-F; 10-F; 11-T; 12-T; 13-nine; 14-three; 15-six.

CHAPTER 9

NINE-FIFTEEN MONTHS: SHE'S A TODDLER

[redacted]

1. To understand how important to a child's future development is the parenting he receives while he is a toddler.

2. To learn about the physical, intellectual, and social development of children aged 9 to 15 months.

3. To learn how to care for and play with children of this age.

4. To learn how to take care of small children when they are ill.

[redacted]

1. Why does this age seem difficult to many parents?

   Toddlers often seem to "get into everything."

2. Is a ten-month-old child's memory well developed?

   No, it is not.

3. Discuss Dr. Burton White's ideas on the importance of good parenting during this stage. Does he think most parents do the best possible job of parenting their children?

   A child's coping abilities in later life depend a lot on the parenting he gets during this stage. Dr. White thinks no more than 10 percent of us do as well as we should at parenting our children during this time.

4. What does "at risk" mean - as the phrase is used by Dr. White?

   "At risk" means the desired learning won't happen unless the child's caretakers provide a lot of help and guidance.

5. Why do you think a baby of this age is so curious?

   Answers will vary, but may mention how his curiosity was probably building during the months baby could only watch, rather than actively explore his surroundings.

6. What do we mean when we say a baby is "cruising"? How can you help her cruise?

   She cruises by walking around while hanging onto furniture. You can help her by placing furniture so that she can reach from one item to another.

7. What is the average age at which a child starts walking?

   The average age to start walking is between 12 and 14 months.

8. How early does a child need to wear shoes?

   She doesn't need shoes until she starts walking outside.

9. Describe the results of the research study which compared the speech development of children whose mothers read to them with children whose mothers did not read to them.

The children whose mothers read to them regularly spoke better than did those whose mothers did not read to them.

10. Why is watching television not the best way for your child to learn to talk?

Speaking develops better in one-to-one exchanges about things familiar to baby.

11. Are most children between 9 and 15 months of age quite independent, or do they generally stick close to their mothers?

They usually stay pretty close to Mother.

12. What lesson can you teach your child by often playing peek-a-boo with her?

Playing peek-a-boo with a child may help her understand that when you leave, you will come back.

13. Describe something you have done in the past two days that a year-old child might have enjoyed mimicking.

Answers will vary.

14. How can you help your child learn to undress himself?

Choose clothes for him that are easy to put on and take off.

15. Describe several toys suitable for a year-old child.

Answers will vary. Examples include pull toys, giant snap-lock beads and rings, big wooden or plastic blocks, and balls.

16. Is a toddler likely to share her toys with other children? Why or why not?

No, she probably won't share. She can't understand yet why she should.

17. If two children in a family are less than three years apart in age, what kinds of problems may occur?

The older child may show resentment and dislike for the baby.

18. Should you encourage your toddler to watch TV a lot? Why or why not?

No, because if he is watching TV, he isn't actively exploring his world or interacting with people.

19. How much is a one-year-old likely to sleep during the day?

She will probably take only one nap each day.

20. What can you do to help your toddler go to bed without making a huge fuss? Be specific.

Follow the same routine every night. That routine might

include a bath, a story, rocking her, and putting her to bed with her favorite toy or blanket.

21. If your child has a fever, what should you do? Include several possibilities.

Check with your doctor. Then give her Tylenol and/or a cooling bath. Give her liquids to drink, too.

22. If your toddler has a fever or is sick at her stomach and does not want to drink liquids, what might you give her instead of milk or juice?

Give her popsicles.

23. What should you do if your child has an ear infection?

Call the doctor immediately.

24. Describe several things you can do to help your baby feel better when she has a cold.

Tylenol should help her if she has a fever or headache. Cough medicine or decongestant may be needed. A cold-water vaporizer may help her breathe more easily. Encourage her to drink liquids.

25. If your baby has diarrhea, how can you help her?

Give her clear liquids and nothing else for 24 hours.

26. Describe the three major tasks for a parent of a nine-to-fifteen-month-old child, according to Dr. White.

Design child's world so that she can satisfy her curiosity without getting hurt and without causing damage to her surroundings. React to your child when she wants you. Carry out your role as authority.

[redacted]

"Find" a child who is between nine and fifteen months old. Play with her/him for at least 30 minutes. Then write a detailed description of your experience. Describe the child's physical appearance and abilities. Was s/he sociable or shy? Extremely active? Describe <u>everything</u> s/he does.

[redacted]

1. Put together in a paper sack samples (in pairs) of different textured materials. Then play a "feel" game with a toddler by using these materials. This can be part of the above assignment.

2. Make a "Book of _____'s Words" for the child you've chosen for the above assignments. Read it with her/him.

[redacted]

1. A child development specialist to discuss Dr. White's concept of the crucial importance of the parenting a child receives at this time.

2. An infant center teacher to demonstrate toys good for this age.

3. A nurse or a pediatrician to discuss care of the sick child.

CHAPTER 10

BABIES, TODDLERS, AND DISCIPLINE

Student Objectives

1. *To understand that discipline means to teach, not to punish.*

2. *To become aware of positive, rather than negative, methods of disciplining/teaching children under the age of two.*

3. *To understand how important loving, firm discipline is in the rearing of a child.*

Study Guide

1. What does "discipline" mean?

   To discipline means to teach.

2. Describe a "spoiled" child.

   Answers will vary.

3. What is the best way to avoid spoiling a baby during her first few months of life?

   The best way is to meet her needs as completely as possible so that she will learn to trust her world.

4. Is trying to prove to your toddler that she "must" obey you a good way to discipline her? Why or why not?

   No, it is not. A battle of wills will just frustrate both mother and child.

5. If you saw your ten-month-old baby playing with an electric cord, what should you do?

   You should pick her up, take her away from the cord, and give her something else to play with.

6. What do rewards have to do with learning?

   People, including babies, learn more if they are rewarded for learning.

7. In your own words, explain Thelma's quote on page 188.

   Quote refers to uniqueness of children. Answers will vary.

8. How do you feel about hitting or spanking a child under two years of age? Please explain your thinking.

   Answers will vary.

9. Is fear a good form of punishment? Why or why not?

   No. Fear can interfere with learning.

10. About how many children are abused each year in the United States, according to your book? About how many die from abuse?

About 1,000,000 are abused, and about 2,000 die each year.

11. Give three examples of positive comments you might give a toddler. Do not use the examples in the book.

Answers will vary.

12. Explain why it is good to give a toddler choices whenever possible. Then give three examples of choices you might offer a toddler, but don't use the examples in the book.

A toddler is more likely to cooperate if he is given a choice of two permitted activities rather than a straight command to which he is likely to say "No."

13. How do you feel about parents yelling at their children? Please discuss. Give examples, and comment on them.

Answers and examples will vary.

14. How does the way you feel about yourself probably affect the way you discipline your child? Include examples in your comments.

If your life is going well, you probably won't need to take out your frustrations on your child. Examples will vary.

15. If you don't/can't child-proof your home while you have a toddler, what must you plan to do with much of your time during this period?

Supervise the toddler!

16. What is a sensible reaction for a mother to have when she sees her toddler walking around with a pencil or crayon in his hand?

She should explain that scribbling is done in the highchair. Then either put the baby in the highchair, or take the crayon and replace it with another toy.

17. Should you worry about your toddler starving? What does this have to do with having a pleasant mealtime while you have a toddler at the table?

She won't starve. If you don't try to force, or even insist that she eat, she will be much more agreeable, and she will probably eat better.

18. Are toddlers likely to share toys with each other?

No, they don't understand sharing at this age.

19. Why does a child sometimes bite another child?

They sometimes bite because they can't yet express their feelings in words.

20. What should you "do" about biting?

Tell her firmly that she must not bite because it hurts the other child. If she does it a second time, remove her from the play area for awhile. Be sure she gets plenty of good attention at other times, and that she doesn't get too hungry or too tired.

21. Describe the "discipline chair" method of discipline.

Put your child in a chair near you and set the timer. He may get down from the chair when the timer goes off. One or two minutes is enough time for a toddler to sit still.

22. Read Dixie's comments (two sections) on disciplining Shelly. If Dixie asked you for advice, what would you tell her?

Answers will vary.

23. React to Laurette's comment: "My brothers slap him around because he's a boy, and I tell them not to. Then when he's with kids, he hits them, and they say that's all right because he's a boy." If you disagree with Laurette's brothers, how would you explain your feelings to them?

Answers will vary.

Writing Assignments

1. Write a paragraph discussing how your own time schedule may influence the way you discipline your toddler. When you are feeling rushed and very busy, how do you react to your toddler's active exploring? Do you react any differently when you are relaxed and feel you have time to interact with her?

2. Write an essay on discipline and toddlers. Explain in your own words what discipline means to you, and whether or not you think it is an important part of rearing a child. Will you discipline your child in much the same way as your parents disciplined you? Why or why not?

Projects

1. Count the number of times in 24 hours that you say "No" to your child. If you do not have a child, try to find a toddler to take care of for a couple of hours. Count the number of times you say "No" to the toddler during that time.

2. Interview a parent of a child who is between 15 and 24 months old. Ask the parent about his/her views on discipline. What does s/he expect of the child? What techniques does s/he use? Report either orally or in writing.

3. Visit a child care center. Observe the methods of discipline used by the caregivers. Do you see mostly positive discipline? Or is there a lot of scolding? How about other forms of punishment? Report on your observations either orally or in writing.

Guest Speakers

1. A child care center teacher to talk about discipline.

2. Someone from a culture different from most of your students' - to discuss discipline in his/her culture.

3. A parent of an 18-month-old child - to talk about possible problems with her/his child, and how best to deal with them.

[illegible] Project

Ask students to role-play discipline situations as follows:

1. Mother is talking to her friend and ignoring her one-year-old child. The child grabs a glass ash tray from the coffee table and drops it. Mother reacts with heavy scolding.

2. Same scene as above except Mother gives child some attention before he drops the ash tray. Role-play positive discipline.

3. Mother is talking on the telephone. Her 18-month-old child starts screaming. She reacts by yelling at him and continuing her telephone conversation.

4. Same scene as above, except Mother uses positive discipline.

5. Two toddlers are playing. Each wants the blue wagon, and they start hitting each other. How should caregiver react?

Ask your students to think of other discipline situations which would be good for role-playing, then carry out the role-play.

Sound Filmstrip

"A Life Begins. . .A Life Changes. . .The School Age Parent," Set 4, "Building a Future," Strip 2, "Guiding the Child's Growth." Parents' Magazine Films, Inc.

Development during the first year is discussed and illustrated. Teaching/disciplining are mentioned along with ways to stimulate an infant's development through language and other activities.

QUIZ

CHAPTERS 9 AND 10

TRUE/FALSE. If the statement is true, mark a "T" in front of it. If it is false, mark an "F."

___1. A 10-month-old child can usually remember what you told him two hours ago.

___2. A child doesn't really need to wear shoes until she starts walking outside.

___3. Most 10-month-old babies like to stay close to mother.

___4. You should always see to it that your child eats all the food you serve him.

___5. "Discipline" means to punish.

MULTIPLE CHOICE. Circle the letter of the correct answer.

6. The average age at which children start walking alone is

   1. 8-10 months
   b. 10-12 months
   c. 12-14 months
   d. 6-8 months

7. Which of the following groups of toys is most suitable for a one-year-old child?

   a. Rattles, stuffed animals
   b. Tricycles, electric train
   c. Pull toys, big blocks, balls
   d. 10-piece puzzles, marbles

8. If your baby has diarrhea, you should give her

   a. milk.
   b. clear liquids.
   c. orange juice.
   d. coca cola.

9. If your child has an ear infection, you should

   a. tell her to drink more milk.
   b. call the doctor.
   c. put cotton in her ear.
   d. clean out her ears.

10. If your child bites another child, you should

   a. spank her.
   b. bite her back.
   c. remove her from the play area for awhile.
   d. tell her she is a very bad girl.

11. If a toddler bites another child, it's usually because

   a. he hates the other child.
   b. he hates his mother.
   c. he can't express his feelings in words.
   d. he is a very bad boy.

12-13. List two reasons NOT to let a toddler watch a lot of TV.

1.

2.

14-16. If your child has a fever, what can you do to help bring it down? List three possibilities.

1.

2.

3.

17-19. Describe the three major tasks for a parent of a 9-to-15-month-old child, according to Dr. Burton White.

1.

2.

3.

20-21. Describe four things you can do to help your baby be more comfortable when she has a cold.

1.

2.

3.

4.

22-25. Write a paragraph discussing "Discipline and the Child Under Two." What is the goal of discipline? How can you meet this goal with your toddler? Describe good methods of discipline for this age child. Be specific and use examples. Use good grammar and sentence structure in your paragraph(s).

KEY

1-F; 2-T; 3-T; 4-F; 5-F; 6-c; 7-c; 8-b; 9-b; 10-c; 11-c.

12-13. If he's watching TV, he's not interacting with other people and he's not actively exploring his world.
14-16. Give her Tylenol; bathe her in tepid water; encourage her to drink liquids.
17-19. Design child's world so she can safely satisfy curiosity; react to child when she wants you; carry out your role as authority.
20-23. If doctor approves - give her Tylenol; cough medicine or decongestant; use cold-water vaporizer; give her liquids to drink.

CHAPTER 11

FIFTEEN MONTHS - TWO YEARS: LITTLE RUNABOUT

1. To become aware of the strong needs both toddlers and teenagers have to assert their independence.

2. To gain some understanding of the reasons for and ways to cope with the difficult negative stage nearly all toddlers experience sometime during their second year.

3. To learn ways of playing with a toddler.

1. Compare and contrast the need for independence shown by toddlers with the need for independence felt by many teenagers. Do you see anything alike in the toddler's and the teenager's needs?

Answers will vary, but they should include discussion of a teenager's strong need to "take charge" of her life and a toddler's strong need to assert her independence while, of course, relying a great deal on parents' and other caregivers' support.

2. Why do most toddlers have temper tantrums occasionally, sometimes often?

Tantrums often happen because of frustration caused by the toddler not being able to do some of the things he wants to do by himself, and because he can't yet talk out his frustrations.

3. Describe a good way to react to a child's temper tantrum.

Hold him gently. Don't give in to his demands, but reassure him that you love him.

4. Why is this such an important stage in a child's life, according to Dr. Burton White?

How a toddler develops socially and intellectually during this stage is the basis for all of her future development in these areas.

5. Describe the three major directions in which your toddler needs to develop.

She needs to feel close to her main caretaker, she needs to explore her world, and she needs to practice using her body.

6. How do most children behave when they reach the "negative" stage? At what age is this likely to happen?

They often want their own way, no matter what. This usually happens sometime between 13 and 17 months of age, and will probably last several months.

7. Why is a toddler so likely to be quite negative in her behavior?

She is determined to show her independence.

8. List two examples of giving a toddler choices instead of commands. Do not use examples from the book.

Answers will vary.

9. How can an 8" by 6' board be used by a toddler?

She can use it for a balancing board.

10. How can organizing his play materials help your child play more contentedly?

If he can't find part of a toy he wants, he won't play well.

11. Describe several ideas for organizing a small child's toys.

Answers will vary, but they may include mention of toy shelves, having only a few toys out at one time, storing toys in pillow cases on the walls.

12. Describe several ways you could play with a child who is between 15 and 24 months old.

Answers will vary, but they might include playing with balls, blocks, and finger paint, a follow-the-leader game, and others.

13. Does your child play make-believe yet? If so, describe a situation.

Answers will vary.

14. Do you think dolls are an important toy for a girl? For a boy? Why or why not?

Answers will vary.

15. In addition to talking to him throughout infancy, how can you help a child learn to talk? Give two examples.

Don't correct his pronunciation. Give him reasons to talk - don't hand him juice the minute he points at the refrigerator. Instead, when practical, encourage him to ask for it.

16. Do <u>all</u> "normal" two-year-olds talk or at least name familiar things?

No, some do not talk yet at age two.

17. What kinds of picture books are most likely to appeal to a toddler? Describe.

Toddlers prefer books with bright and simple pictures of things and people which are familiar to them.

18. What is a "sexist" book?

A "sexist" book shows women behaving in one way simply because they are female, and men behaving in another way simply because they are male.

19. Look at some children's picture books. Then describe two books

meant for a small child, one of them non-sexist, and the other sexist, in its approach. How are the books different?

Answers will vary.

[redacted]

Follow a toddler around for at least an hour. Take notes as you do so, then describe in detail what s/he does.

[redacted]

1. Make a bowling game. Use two-quart milk cartons for the "bowling pins" as described in the chapter. Then "bowl" with a toddler. Did s/he enjoy the game?

2. Make several balls by crumpling newspaper into balls and holding them together with a little tape. Find a toddler, then play with your newspaper balls. How did the toddler react?

3. Make a feel-game as described in the chapter. Then play the game with a toddler.

4. Make a stacking toy for a toddler by using different sizes of cans. Be sure can edges are smooth. If the cans aren't very attractive, cover them with contact paper.

5. Give a toddler several small toys which could easily be sorted into groups. (Examples: blocks of two different shapes; animals and people of about the same size.) Is s/he interested in sorting them? If not, how does s/he respond if you show her/him how to sort them?

6. Supervise while your toddler scribbles. Describe the situation. How long did s/he scribble? Did s/he enjoy it? Has s/he scribbled before? (If you prefer, try finger painting instead of scribbling.)

7. Offer your toddler some blocks. How many blocks can she stack together? Is she more interested in knocking them down?

8. Play ball with a toddler. Report results to your class. What kind of ball did you use? Could the child throw it? Catch it? Kick it? Chew it? Did s/he enjoy playing with you?

9. Dance with a toddler. How does s/he react?

[redacted]

1. A psychologist to discuss the independence needs of boys and girls in their early teens, and to compare these needs with the need of toddlers to assert their independence.

2. A children's librarian to talk about and share picture books suitable for children aged 15 to 24 months.

3. Someone, perhaps an Infant Center teacher or a mother, who will bring a toddler with her/him, then demonstrate reading to the toddler. We did this in our class, and the child was so entranced with the story that he ignored the students sitting around watching.

CHAPTER 12

ROUTINES AND YOUR CHILD

[redacted]

1. To understand the importance of establishing eating and sleeping routines for toddlers.

2. To learn about the nutrition needs of toddlers, and to understand how important it is not to attempt to force a toddler to eat nor to expect him to be neat while eating.

3. To understand that toilet training is best handled by being ignored until the child is "ready" for it, usually well into the third year of life.

[redacted]

1. What does the author suggest you do if your toddler does not want to take an afternoon nap? How do you react to this advice?

   Put her to bed with a toy and some books. Tell her she can rest, but it's OK if she doesn't sleep.

2. What would you do if you were Olivia, and Henry would not go to bed until you did, then seemed too tired the next day?

   Answers will vary, but might suggest putting him to bed earlier, preferably with a bedtime routine he may learn to accept.

3. Describe a bedtime ritual that might appeal to a toddler.

   One example is to bathe her, rock her, read to her, give her a drink, let her kiss her toys good-night, then tuck her into bed.

4. What are the advantages and disadvantages of following a bedtime ritual with your child?

   The advantage is that she may go to bed without making a big fuss. The parent, however, will need to take the time to go through the ritual <u>every</u> night, no matter how tired or busy she is.

5. Read Esperanza's account of Juanita's bedtime problems. What would you suggest Esperanza could do about the situation?

   Answers will vary, but again might recommend a bedtime ritual. Student may also suggest the check-on-her-every-five-minutes routine described in the book.

6. How can eating and sleeping at regular hours help a toddler's disposition?

   An exhausted toddler is often miserable. She should feel better if she eats and sleeps regularly. If she feels better, she will act better.

7. How do you feel about babies and children sleeping with their parents?

Answers will vary.

8. If your toddler were sleeping with you and you didn't want him/her to do so, what could you do about it? Describe at least two ideas that might help him/her learn to sleep in his/her own bed.

You could insist he sleep in his crib. Follow the check-on-him-every-five-minutes routine until he adjusts to the change. Get him a new bed and make a big deal out of moving from his crib to a "real" bed.

9. If a one-year-old or older child wakes up at night and wants a bottle, does he really need the food? What is wrong with offering him a bottle of milk at that time?

He doesn't need the food. If he goes to sleep with the bottle of milk in his mouth, the milk is likely to cause cavities in his teeth.

10. Why are mealtimes with toddlers sometimes not pleasant for their families?

Toddlers sometimes refuse to eat, and they are usually very messy.

11. How can you prepare food for a toddler? Describe several different foods and their preparation.

Cut meat, fish, and vegetables into finger-sized cubes. Broil food instead of frying it. Leave out the spices and rich sauces. If she doesn't drink enough milk, serve it in puddings and soups.

12. Does a toddler need as much food as she did a few months earlier? Why or why not?

No, because she isn't growing as fast as she was then.

13. How much milk should a toddler drink each day? What other foods does she need?

She needs 20 ounces of milk each day plus fruits and vegetables, bread and cereal, and protein foods.

14. If he doesn't drink enough milk, what other foods might he eat to get the same nutrients?

Pudding, soup, and cheese provide about the same nutrients as milk.

15. List at least five nutritious snacks that would appeal to most toddlers.

Answers will vary. Examples include carrots, orange juice, graham crackers, milk, apples.

16. What should you do if your child refuses to eat a meal?

Take the food away without showing any emotion. Then don't give her any food until the next meal.

17. Describe several things the parent of an overweight toddler could do to help him reach a more normal weight.

Don't have junk foods in the house. If he drinks more than a quart of milk a day, try diluting it with water. Encourage him to get more exercise.

18. Describe two things that need to happen before you know your child is ready to be weaned from her bottle.

She needs to get enough milk without taking her bottle, and you need to be satisfied that she doesn't need the sucking experience any longer.

19. React to Jenny's comments on page 240.

Answers will vary.

20. Read Esperanza's comments on page 241, then comment.

Answers will vary.

21. If a young parent thinks her mother is taking charge of her baby, what can she do about it?

Probably the most important thing is for the young mother to take full responsibility for the care of her baby.

22. Describe at least three ways to help a child learn to use the toilet.

Let him watch other people use the toilet. "Rent" a child for a weekend, someone who will take your toddler with him each time he goes to the toilet. Or make a game of it by putting colored ice cubes or a "bull's eye" in the toilet.

23. Why does Jim Mead say, "Making urinating fun for the child is more important for the parent than for the child himself"? What might happen if the parent got too upset about toilet training?

If the parent can join in a little silliness with the child, s/he is less likely to get so angry that s/he hurts him if he doesn't "perform" on the toilet.

[redacted]

1. Write a letter to your great-aunt Mabel. Your son, Jason, is almost two years old. Aunt Mabel thinks Jason is wonderful, but she hasn't seen him for nearly a year. In your letter, describe Jason in such great detail that your aunt will feel she still "knows" him.

2. Pretend that you have a 20-month-old daughter, Jamie. Your grandmother, who was here six months ago, is coming to visit again. When she was here before, she was quite upset that Jamie was not yet toilet trained. "My children were all trained by their first birthday," she said. Now Jamie, of course, is still in diapers. Write a play based on the conflict between your grandmother and yourself concerning toilet training.

3. Watch a toddler (yours if you have one) eat a meal. Write a paragraph describing the scene. Use lots of adjectives. What does he do with the food? What does he look like when he's through? Is there any food on the floor? Remember, be very descriptive in your writing.

[redacted]

1. If your child is a toddler, let him "help" as much as possible as you work at home. Then report back to the class. Can s/he "help" you wash dishes? If so, describe the experience.

2. Make a puzzle by pasting a picture on a piece of cardboard, then cutting it into two or three pieces. Share it with a child. Can s/he put it together? Does it seem to be too hard or too easy for your child? If it's too easy, what can you do about it?

3. "Read" a picture book to a toddler. Report on your experience.

[redacted]

1. A panel of parents of toddlers to discuss their children's sleeping habits, bedtime routines, and their solutions to their toddlers' sleeping problems.

2. A nutritionist to discuss food needs of toddlers.

[redacted]

"We Were Just Too Young." MTI Teleprograms, Inc., 4825 N. Scott Street, Schiller Park, IL 60176.

"We Were Just Too Young" tells the story of teenage parenting with sensitivity and realism. Produced as a documentary, narration is directly handled by Janice and John, the young unmarried couple portrayed in their daily lives as the parents of two-year-old Jeremy.

The young family is real and the filming was done in their homes (Jeremy's parents don't live together) and at Janice's school in southern California. Janice, whose son was born when she was 16, is quite outspoken about the hardships of young motherhood. Through dialogue, John reveals some of his frustrations and lack of life goals.

[redacted]

"Caring for Toddlers." Strip 1, "Physical Development and Needs," and strip 3, "The Healthy Toddler." Butterick Publishing.

The toddler's need for a regular, although not rigid, routine of sleeping and eating is stressed in both filmstrips. Suggestions are made for handling a toddler's negativism and for caring for a sick toddler.

QUIZ

CHAPTERS 11 AND 12

TRUE/FALSE. If the statement is true, mark a "T" in front of it. If it is false, mark an "F."

___1. All normal two-year-olds can talk enough to name many of the items around them.

___2. A bedtime ritual is likely to help a child go to bed without much fuss.

___3. If a one-year-old child wakes up at night and wants a bottle, she is probably hungry and should be fed.

___4. Going to sleep with a bottle of milk in his mouth is very likely to cause cavities in his teeth.

___5. A toddler needs less food than she did when she was 10 months old.

___6. A mother should work very hard at toilet training her child as soon as possible.

MULTIPLE CHOICE. Circle the letter of the correct answer.

7. A sexist book

   a. is pornographic.
   b. shows women and men limited to certain kinds of behavior simply because of their sex.
   c. has stories about men and boys only.
   d. has not been published since 1970.

8. How much milk does a toddler need each day?

   a. 1 cup b. 1 quart c. 20 ounces d. 10 ounces

9. Most children aren't ready to be toilet trained until they are at least

   a. one year old. b. two years old.
   c. three years old. d. four years old.

SHORT-ANSWER QUESTIONS.

10. List the four kinds of food (Basic Four foods) a toddler needs to eat every day.

   1. 2.
   3. 4.

11. List at least three foods which would give a toddler about the same nutrients as he gets from milk.

   1. 2. 3.

12-14. Describe three things a parent could do to help an overweight toddler reach a more normal weight.

1.

2.

3.

15-17. Describe three things you could do to encourage your child to urinate in the toilet.

1.

2.

3.

18-20. Pretend you have a toddler who refuses to go to sleep in his crib at night. What can you do about it? Write a paragraph explaining how you might solve this problem. Use good grammar, spelling, and sentence structure in your writing. Half your grade will depend on the content of your writing, and half will depend on your neatness, spelling, and grammar.

KEY

1-F; 2-T; 3-F; 4-T; 5-T; 6-F; 7-b; 8-c; 9-b.

10. Milk, meat, fruits and vegetables, bread and cereals.

11. Possible answers include pudding, cream soup, yogurt, ice cream, cheese.

12-14. Don't have junk foods in the house. If he drinks more than a quart of milk a day, dilute it with water. Encourage him to get more exercise.

15-17. Rent-a-kid method; colored ice cubes in the toilet; colored bull's eye in the toilet are possible answers.

18-20. Discussion should include mention of bedtime routines and pat-her-back-every-five-minutes technique.

CHAPTER 13

YOU MAY HAVE PROBLEMS

Student Objectives

1. To become aware of the heavy financial costs of moving into an apartment.

2. To realize the hardships involved in living "independently" when one's only source of income is AFDC (welfare).

3. To consider the advantages and disadvantages of school age parents continuing to live with their parents until they graduate from high school.

4. To consider the negative and positive effects of marriage as a "solution" to a teenager's unplanned pregnancy.

5. To understand that decision making and choices are involved in the timing of future pregnancies.

Study Guide

1. What is AFDC?

AFDC is Aid to Families with Dependent Children, one kind of welfare.

2. Discuss at least two reasons that it's usually very hard, often impossible, for a 16-year-old mother to move into an apartment with her baby and support herself and the baby with welfare income.

Her welfare payment probably won't provide enough money for her moving-in expenses. Many apartment owners won't rent to teenagers, especially if they are on welfare.

3. What happens to your credit rating if you file for bankruptcy? Why is this a problem?

You lose your credit rating. Generally you can no longer borrow money without a co-signer.

4. Discuss some of the advantages for a young mother in continuing to live with her parents after her baby is born.

She may be better off financially, have help when she's ill, and baby will get more attention.

5. Now discuss some of the disadvantages of young mothers continuing to live with their parents.

Answers will vary. Parents "spoil" baby. They may give baby sweet foods. It's hard to be a parent oneself while still being considered a child by one's own parents.

6. What percentage of teenage marriages end in divorce within five years?

Sixty percent of teenage marriages end in divorce.

7. Why do you think parents sometimes think if their pregnant

daughter marries her baby's father, everything will be "all right"? Do you agree or disagree with this idea? Why?

Answers will vary.

8. How do you react to Kimberly's story of her relationship with Tom? Do you think she "should" have married him even if they decided to divorce later?

Answers will vary.

9. List some of the reasons given in the young mothers' stories for not having a second child immediately after the first one.

Money, time, lack of independence, "growing-up" time were some of the reasons given.

10. What are a non-pregnant woman's (girl's) three options as far as having sex/getting pregnant are concerned?

1) Don't have sex. 2) Have sex and use birth control. 3) Have sex without birth control - and get pregnant.

11. If twenty couples each have intercourse twelve times without using birth control, how many of those couples will probably become pregnant?

One-half (ten) of the twenty couples will probably be pregnant.

Writing Assignment

How do you feel about the option for an unhappily pregnant teenager of releasing her baby for adoption? Write several paragraphs discussing the good and the not-so-good things about the adoption option. If possible, interview someone involved in the "adoption triangle" - an adoptive parent, an adopted person, or a birth mother who released her child for adoption.

Projects

1. Complete one of the following interviews, then report on it in class or in writing:

a. A young married couple still in high school.

b. An older couple who were married before they finished high school.

c. A man or a woman who was married at a very young age, then divorced.

d. A single mother under 18 who, although she still has a relationship with her baby's father, chose not to get married at this time.

Ask about the decisions made concerning marriage. Have there been any problems? Do they think, if married, that it might have been easier not to get married? If single, would it probably have been easier to get married? How did their parents and friends react to their decision to marry or not to marry? If you interview a person who was married, ask if s/he put a lot of thought into the decision to get married, or was it something s/he did because it seemed

like the "proper" thing to do?

2. If you can do it without being rude, ask a single mother (not "with" her baby's father) if having a child interferes much with her social life, especially with men. How do men react when they learn she has a child? Report on her answer.

3. Interview a single mother who does not live with her parents, and whose only income is her welfare payments. Ask her about her expenses and if her welfare grant usually is adequate. Report orally or in writing.

Guest Speakers

1. Young mother who married because of pregnancy, but is now divorced or separated.

2. Couple or one-of-a-couple who married while very young, and whose marriage "worked."

3. A single mother who has a school age child, and who has been on welfare for at least part of the time since she had her child. Ask her to discuss the expenses of rearing a child. Ask if she will share with the class her monthly income and expenses while she was on welfare.

4. A marriage counselor to discuss possible marital problems and how to cope with/solve them.

5. A social worker from the welfare office. Ask her/him to discuss AFDC grants in your area. How does a young mother apply? What restrictions are there? How much money is granted per month to a single mother and her child? When her child reaches a certain age, will her eligibility for welfare help cease? If so, at what age? Will the baby's father be contacted if a single mother applies for aid?

6. A person who has been through personal bankruptcy to discuss her/his experiences.

7. A credit counselor to discuss ways of avoiding bankruptcy even if bills seem impossible to pay.

Class Projects

1. Arrange a debate in class: "Resolved: It is better for school age parents to continue living with their own parents until they finish high school."

2. Divide the class into committees to research the costs of living for a young family - whether a single mother and her child or a young couple with a child. Research such things as costs of renting an apartment in your area; the price of formula, diapers, and other baby needs; cost of a month's supply of food for a young family; transportation costs; child care if needed in order for parent(s) to continue school or to get a job; costs of continuing school, if needed; clothing expenses for family including child and how this will change as child grows older; other expenses as needed. Share reports with entire class.

CHAPTER 14

SOMETIMES PARENTS FEEL TRAPPED

Student Objectives

1. To understand some of the reasons for child abuse, and to learn about helping resources for those who are afraid they might or who do abuse their children.

2. To learn about resources available to help young parents with various problems including marital difficulties, suicidal tendencies, and others.

Study Guide

1. How do you react to Janette's story of her problems in being a young mother?

Answers will vary.

2. What are some of the problems Maria describes?

She discussed the difficulties of the baby having no father, of her own problems in meeting boys, and of how she would like to live on her own but can't at this time.

3. If a parent feels like hitting her child, does this mean she's bad? If not, what does it mean?

No, it doesn't mean she's bad. It may mean she needs more help with child care than she's getting, or perhaps she needs to do something about the way she feels about herself.

4. How do you react to the story about Hilda and the drinking straw? Why might her mo ner have reacted in the way she did?

Answers will vary.

5. If you have a child, answer the questions on the "National Parenting Test" reprinted in the book. You do not need to show your answers to your teacher or to anyone else.

6. If a parent answers "Yes" to four or more of the questions, what should s/he do, according to Jim Mead, originator of the test?

S/he should get personal help in dealing with her/his frustrations.

7. What is Parents Anonymous? How can you get in touch with the closest PA group?

Parents Anonymous is a helping group for parents who have or are afraid they might abuse their children. Find their listing in the local telephone directory or call (800) 421-0353. In California, call (800) 352-0386.

8. Describe several places besides PA where parents may be able to get counseling help.

County or state Mental Health Association and Psychology

Department in local college or university are examples.

9. For each suicide attempt made by a non-parent, non-pregnant teenager, how many adolescent mothers try to end their lives? Why do you think this is so?

Seven times as many adolescent mothers attempt suicide.

10. What is Becky's advice about getting along with relatives? Do you agree or disagree? Explain your thinking.

"If you argue with your relatives, make up. You've got to swallow your pride." Personal reactions will vary, of course.

Writing Assignments

Your best friend has a year-old child. She told you yesterday that she's feeling desperate, that she has hit her child too hard a couple of times, and she doesn't know what she's going to do. What would you say to her? Write at least a paragraph in which you reassure her that she can get help, and tell her where she can find that help.

Activities

1. Look in your local telephone directory for hot line listings and other counseling services. List at least ten of these resources together with their phone numbers. Then phone at least two of them to find out more about the services they offer. Report your findings to your class.

2. If you should ever consider suicide - or if you have a friend who seems very depressed and may be thinking about suicide - what could you do? What helping resources are there in your community? Is there a suicide prevention hot line and/or counseling center? Do any of the churches get involved in this kind of problem? What about your county Mental Health Association? Report on your investigation either orally or in writing.

Guest Speakers

1. Check with your local Parents Anonymous group. Will they send a speaker to your class to discuss dealing with child abuse?

2. Local hot line counselor to discuss kinds of services they offer and the kinds of calls they get.

3. Social worker from Children's Protective Services to discuss their services.

Resources for Teens

"A Life Begins. . .A Life Changes. . .The School Age Parent." Set 2, "Dealing with Practical Problems." Strip 1, "Reaching Out for Emotional Support." Parents' Magazine Films, Inc.

The filmstrip shows school age parents getting counseling help. Community resources are discussed together with tips on utilizing them.

CHAPTER 15

YOUR FUTURE - YOUR CHILD'S FUTURE

1. To understand that early parenthood alone does not necessarily lead to a lifetime of poverty, but that lack of a good education is likely to do so.

2. To realize the difficulties in most areas of finding good child care facilities, and to consider how to select such a facility for one's child.

1. Does early parenting **alone** usually cause life-long poverty for a woman? If not, what is generally the cause of poverty in one-parent families?

   Early parenting alone does not necessarily cause poverty. But this generally leads to a lack of good education and job skills. Poor education and no job skills often mean a lifetime of poverty for the persons involved.

2. Is marriage alone or pregnancy alone more likely to cause a girl to drop out of school?

   More teenagers quit school because of marriage than because of pregnancy. Many times, of course, the two go together.

3. How would you react if you were married and your husband insisted that you didn't need any more education because you have "enough"?

   Answers will vary.

4. About what fraction of all families headed by women live in poverty?

   About half live in poverty.

5. Women who have at least a high school education are only *half* as likely to live in households receiving AFDC as are women who never graduated.

6. How does Shirley feel about living on welfare income?

   She doesn't think one can "get anywhere" on welfare.

7. Why does Shirley think a person should learn basic job skills such as typing?

   A person who can type can almost always find a job.

8. What does self-esteem have to do with being a good mother?

   A person who thinks well of herself will be able to be a better parent.

9. Do most school districts offer day care services for children of school age parents?

No, most do not offer day care services.

10. Why do most school age parents need day care services?

They need care for their children so they can continue school, obtain job skills, and work to become self-supporting.

11. If a school district does not provide child care services for its school age parents, what does this fact have to do with the welfare dependence rate in that community?

Many young parents will have to stay on welfare. Without child care, they cannot continue their education, learn job skills, or hold a job.

12. According to the Frank Furstenberg study quoted in the chapter, what are some of the benefits of a young mother or couple staying with her/their parents for a year or two after their baby is born?

These young parents tended to be better off financially at the end of this study than were the young parents who left home before or immediately after their child was born.

13. If you have a baby, or if you are pregnant, what plans have you made for child care? If you aren't pregnant or a parent, imagine you are. What plans would you make?

Answers will vary.

14. What is family day care?

In family day care, several children are cared for, not by their parents, but by a caregiver in the caregiver's home.

15. List a lot of questions you would ask before you would select a day care center or an individual caregiver for your child.

Answers will vary.

Writing Assignment

Write your life script. Use your imagination, but be as realistic as possible. How much education do you plan to get? What kinds of job training do you think you can obtain? Think about your life during the next twenty years. Will you need to rely on welfare for awhile to support yourself and your child? Will you want to be self-supporting as soon as possible? Or are you already? If your baby's father is supporting you, what would you do if something happened to him? Describe your plans - and also your dreams.

Projects

1. Talk to two people, one of whom finished high school, and one who didn't. Which one earns the most money? Which one has a life more like the kind of life you want? Why?

2. Is there a WIN (Work Incentive) Program in your area? If so, call or visit in order to find out the kinds of help a young mother might be able to get from them, how she would apply, and whether or not she is likely to receive help from them. Report either orally or in writing.

[redacted]

1. Career counselor from a local college.

2. Counselor from the local adult school to discuss continuing education and job training.

3. A young mother who finished high school after she had a baby, and who will share her experiences.

4. An older woman who didn't finish her education when she was young because she was "just going to keep house."

5. A mother whose husband left her and is not paying child support. How does she cope financially?

6. People to discuss job possibilities and training required in such fields as banking, merchandising, cosmetology, and others.

[redacted]

"Growing Up Together," Part II. Available for free showing from Children's Home Society of California.

Part II of the two-reel version of this film uses a documentary approach to illustrate the lives of two teenage mothers, "older" teenagers who are not in school. One is working while her child is cared for in a day care center. The other, the mother of three toddler sons, is subsisting on her welfare grant. The film provides a good background for a discussion of parenting practices generally.

[redacted]

Several filmstrips from the Parents' Magazine's "A Life Begins. . A Life Changes. . .The School Age Parent" are suitable for use with this chapter:

1. Set 2, Dealing with Practical Problems," strip 2, "Finding Day Care."

The filmstrip shows several school age mothers attempting to find day care for their children so they can return to school or get a job. Suggestions are made concerning quality day care.

2. Set 3, "Rights and Opportunities." Three strips: "Getting an Education," "Employment Possibilities," and "Making Financial Arrangements."

In the first strip, several school age parents are shown going back to school. The need for additional education is stressed.

Young parents are shown getting involved in work-study programs and other training programs in "Employment Possibilities." Anti-discrimination laws are also discussed.

School age parents' financial problems are discussed in the last strip.

QUIZ

CHAPTERS 13, 14, AND 15

TRUE/FALSE. Write "T" before the sentence if it is true. Write "F" before it if it is false.

___1. Most of the young mothers in the book recommend having a second child about a year after the first one is born.

___2. According to research, a school age mother who lives with her parents for some time after the birth of her baby will probably be better off financially than she would have been if she had moved out when her child was born.

___3. The purpose of Parents Anonymous is to find parents who abuse their children, then see that these parents are punished.

___4. If a parent thinks she is about to hit or otherwise abuse her child, she should get counseling help right away.

___5. Early parenting by itself is the greatest single cause of life-long poverty for an individual.

___6. More teenagers quit school because of marriage than because of pregnancy alone.

___7. A woman who never graduated from high school is twice as likely to be on welfare as is a high school graduate.

___8. Most school districts in this country provide day care for school age parents' children.

___9. More young parents will have to stay on welfare if their school distircts do not provide day care for their children while they continue school or improve their job skills.

___10. A 16-year-old mother whose only income is her AFDC grant is likely to have trouble finding an apartment she can afford.

___11. Getting married to the baby's father is the best "solution" for all pregnant teenagers.

___12. Nearly every young mother, married or not, will need a paying job at some time in her life.

MULTIPLE CHOICE. Circle the letter of the correct answer.

13. If you are a single mother with very little income, you probably qualify for

a. General Welfare b. AFDC c. Social Security benefits

14. If you file for personal bankruptcy,

a. your debts will all be paid.
b. you will have trouble getting a loan for a few years.
c. you will have to go to jail.

15. What percentage of teenage marriages end in divorce within five years?

a. 40 percent b. 60 percent c. 90 percent

16. For each suicide attempt made by a non-parent, non-pregnant teenager, how many teenage mothers try to end their lives?

a. Two b. Four c. Seven

17. About what percentage of all families headed by women live in poverty?

a. 50 percent b. 25 percent c. 90 percent

18. If twenty couples have unprotected intercourse (don't use a contraceptive) twelve times each, how many of these couples will probably become pregnant?

a. Two b. Five c. Ten

19. A girl is most likely to drop out of high school if she

a. gets married.
b. has a baby, but does not get married.
c. lives in a district which provides child care for her baby.

20. Family day care means a child is cared for in

a. his own home.
b. another private home.
c. a day care center.

21-25. Write an essay in which you discuss the probable life script of Susan. Susan had her first child when she was 15. She dropped out of school at that time, and has not returned. How will Susan support herself and her child? (The baby's father was very supportive throughout her pregnancy, but they split up a few months later.) What kind of job can Susan get, assuming she doesn't go back to school?

Half of your grade for the last question will depend on the content of your answer, and half will depend on your writing skills. Write at least a full page, preferably more.

KEY

1-F; 2-T; 3-F; 4-T; 5-F; 6-T; 7-T; 8-F; 9-T; 10-T; 11-F; 12-T.

13-b; 14-b; 15-b; 16-c; 17-a; 18-c; 19-a; 20-b.

PART III

ANNOTATED BIBLIOGRAPHY

OF SELECTED BOOKS

ABOUT PARENTING AND SCHOOL AGE PARENTS

PART III

ANNOTATED BIBLIOGRAPHY

A complete bibliography of materials on pregnancy and parenting will never exist because of the constant development of new items. Neither is a "complete" listing of materials dealing with teenage pregnancy and parenting possible for the same reason.

The following titles, however, present a good choice of materials available through 1981, materials of special interest to school age parents and/or to people working with them.

Nearly all prices are quoted from ***Books in Print***, 1981. Since prices change so rapidly, however, and because publishers move, it is wise to call your local library reference department for an updated price and address before ordering a book. Most publishers add a handling charge of $1.50-$2.00 for books ordered by mail.

Aaronson, May, and Jean Rosenfeld. ***Baby and Other Teachers.*** 1974. Georgia Appalachian Outreach Project of the Day Care and Child Development Council of America. 85 pp. $3.75.

The reader will learn from this very simply written little book how she, as a mother, can help her baby learn. The importance of talking with baby is stressed. A 16-page section at the back of the book includes brief discussions of relevant research.

Andrews, Sheri, Judy Bordeaux, and Vivian Vasquez. ***Take Your Baby and Go!*** 1980. Pap. Wednesday Press, P.O. Box 20636, Seattle, WA 98102. 60 pp. $3.95.

This attractive little book gives suggestions for traveling with a baby by plane, car, and train. Restaurant dining with a baby is discussed. Directions are given for making a portable highchair.

Arms, Suzanne, and John Arms. ***A Season to Be Born.*** 1973. New York: Harper Colophon Books, Harper and Row. 112 pp. $4.50.

The book doesn't give a lot of detailed information about pregnancy and childbirth, but it does a beautiful job of expressing one person's feelings about herself and her baby during this time.

Ashdown-Sharp, Patricia. ***A Guide to Pregnancy and Parenthood for Women on Their Own.*** 1977. Pap. Vintage Books. Random House, New York. 181 pp. $3.95.

Ashdown-Sharp describes in detail the alternatives available to a young pregnant woman or single mother. The importance of early diagnosis of pregnancy is stressed so that the young woman will have time to consider her options of marriage, abortion, adoption, and single motherhood.

Barber, Virginia, and Merrill Maguire Skaggs. ***The Mother Person.*** 1977. Schocken Books, New York. 220 pp. $4.95

Through quotes from many mothers, the authors attempt to clarify some of the realities of being a mother. Included are comments concerning the overwhelmingly hard work of child rearing. A common

thread throughout the interviews was, "But nobody ever told me it would be like this!" The chapter titled "There's a Baby in the House" is especially helpful to young mothers.

Barr, Linda, and Catherine Monserrat. ***Teenage Pregnancy: A New Beginning.*** 1978. New Futures, Inc., 2120 Louisiana NE, Albuquerque, NM 87110. $6.95. Quantity discount available.

A book written specifically for pregnant adolescents, this is an excellent 80-page illustrated textbook. Topics include prenatal health care, nutrition during pregnancy, fetal development, preparation for labor and delivery, decision-making, emotional effects of adolescent pregnancy, and others. The authors have obviously known, worked with, and loved many school age parents. The book is written for them (and often quotes them), not for the assumed-to-be-nonpregnant general high school population at which most textbooks are directed. It is written at a sixth grade reading level.

_____ ***Working with Childbearing Adolescents: A Guide for Use with Teenage Pregnancy, A New Beginning.*** New Futures, Inc. 154 pp. $9.95.

This book is designed specifically for professionals who work with pregnant adolescents. The introductory chapter presents an overview of teen pregnancy and parenthood in the United States. In addition, adolescent development and sexuality are explored. The book also contains a complete course outline with lesson plans and resource material to accompany each chapter in the student text. Learning strategies are applicable both to classroom and to individualized study. The authors have included their experiences, ideas, and insights gained through working with pregnant adolescents.

Bell, T. H., and Arden R. Thorum. ***Your Child's Intellect: A Guide to Home-Based Preschool Education.*** 1972. Olympus Pub. Co., 1670 E. 13th St., Salt Lake City, UT 84105. 192 pp. $6.95.

Dr. Bell, formerly Deputy Commissioner and Acting Commissioner of Education in the U.S. Office of Education, believes that preschool education should take place in the home and should begin at birth. His book describes the learning that can take place at different ages, and he suggests specific activities to encourage learning.

Bernard, Susan. ***Joyous Motherhood.*** M. Evans & Company, Inc., 216 E. 49th St., New York, NY 10017. 152 pp. $6.95.

The book presents a "30-day program for total communication between the new mother and her child under three." In the process, it offers creative ideas for enjoying motherhood, and for interacting with one's child. Students might especially enjoy the many illustrations of mothers and small children.

Betts, Donni. ***A Shared Journey - The Birth of a Child.*** 1977. Celestial Arts, 231 Adrian Road, Millbrae, CA 94030. 76 pp. $3.95.

In this beautifully written and very personal journal of her pregnancy and the early months of her daughter's life, Donni Betts shares her thoughts and feelings. After thorough physical and emotional preparation for non-medicated childbirth, she and her

husband learned, after labor had begun, that the baby had to be delivered by Cesarean section. She describes her feelings at this development. She has since become actively involved in the study of family-centered Cesarean birth.

Bing, Elizabeth. ***Six Practical Lessons for an Easier Childbirth.*** 1980, $2.25. ***Moving Through Pregnancy.*** 1980. $2.25. Bantam Books, New York. Also ***The Adventure of Birth.*** 1980. $4.25. Simon and Schuster, New York.

Six Practical Lessons for an Easier Childbirth is a step-by-step guide to the Lamaze method of childbirth. The Adventure of Birth contains 40 first-person accounts of birth experiences by mothers and fathers. Reading a few of these personal stories about labor and delivery might be very reassuring to a pregnant student worrying about her own approaching labor and delivery. Moving Through Pregnancy is an illustrated description of the Lamaze techniques of prepared childbirth.

Bode, Janet. ***Kids Having Kids: The Unwed Teenage Parent.*** 1980. HC. Franklin Watts, New York. 107 pp.

The book focuses on experiences of young women and their attitudes toward sexuality, pregnancy, birth control, abortion, and the role of the father.

Brazelton, T. Berry, M.D. ***Doctor and Child.*** Dell. 231 pp. $4.95.

In this very readable book, Dr. Brazelton discusses colic, the effect of childbirth drugs on the baby, and other problems of infancy and early childhood. The chapters often begin with an anecdotal record of a problem followed by a discussion of ways to cope with such a problem.

_____. ***Infants and Mothers: Differences in Development.*** 1972. A Delta Book. Dell Pub. Co., NY. 282 pp. $6.95.

The tremendous differences in babies are apparent as Dr. Brazelton describes a very active, a moderately active, and a quiet baby at birth and in each month of development throughout the first year. The book is not written at an especially easy reading level, but is so interesting that we have found new mothers who don't read well may enjoy it anyhow.

_____. ***Toddlers and Parents.*** 1974. A Delta Special, Dell Publishing Company. 250 pp. $12.95.

This is a fascinating book, one that students will surely enjoy reading. Dr. Brazelton discusses various topics such as "Withdrawn Child," "Working Parents," and "Parent Alone" through an anecdotal account of a child and his/her family together with comments and suggestions for coping. The book covers the turbulent period in the life of a child from the ages of one to 2½ years.

Briggs, Dorothy Corkille. ***Your Child's Self-Esteem: The Key to His Life.*** 1975. Dolphin Books, Doubleday & Company, Inc., 501 Franklin Avenue, Garden City, NY 11530. 341 pp. $3.95.

"Helping children build high self-esteem is the key to successful parenthood," writes the author (p. 6). Through the use of countless anecdotes about children, the author discusses the value of

self-esteem in a human being's life and the important part parents play in the formation of self-esteem in their children.

Brooks, Joa Graham, M.D., and members of the staff of the Boston Children's Medical Center. ***No More Diapers.*** Pictures by John E. Johnson. 1977. Pap. A Merloyd Lawrence Book. Delacorte Press/Seymour Lawrence. 1 Dag Hammarskjold Plaza, New York, NY 10017. $3.95.

The ten-page "Introduction for Parents" is not especially easy to read, but it does provide sound information and suggestions about toilet-training a child. The major part of the book consists of two delightful, illustrated stories, one about Johnnie learning to use a potty chair, the other about Susie learning the same thing. They are meant to be read aloud to the child who will soon be tackling the toilet-training challenge.

Burck, Frances Wells. ***Babysense, A Practical and Supportive Guide to Baby Care.*** 1979. St. Martin's Press, New York. Pap. $9.95.

The book contains a wealth of information on caring for and living with a child during the first year of her life. Ms. Burck discussed child care with several hundred parents. The many quotes from these parents make the book especially readable.

Caplan, Frank. ***The First Twelve Months of Life.*** 1978. Paper. Bantam Books, Inc., 666 Fifth Avenue, New York, NY 10019. $3.50.

Caplan offers a great deal of information about a child's development each month during his first year after birth. Each chapter concludes with a chart showing motor, language, mental, and social development of the stage being discussed.

Caplan, Frank, and Theresa Caplan. ***The Second Twelve Months of Life.*** 1977. HC, Grosset and Dunlap; $14.95. Pap.Bantam, $3.50.

Monthly charts and descriptions of children aged one to two years are presented. Many lovely photographs illustrate the text.

Carmichael, Carrie. ***Non-Sexist Childraising.*** 1977. HC, $9.95. Pap., $4.95. Beacon Press, Inc., 25 Beacon St., Boston, MA 02108.

Students may react strongly to some of the ideas in this excellent book. One section describes the sex bias in the English language and explains how this can be damaging to children. The author discusses sexism on television and in the schools. She describes a number of strategies parents can employ to alleviate these situations.

Chess, Stella, Alexander Thomas, and Herbert G. Birch. ***Your Child Is a Person: A Psychological Approach to Parenthood Without Guilt.*** 1977. Paper. Penguin Books, Inc., 625 Madison Avenue, New York, NY 10022. $2.95.

The authors focus on the uniqueness of each child. They explain how parents can help each child develop according to her own abilities and needs. They suggest, for example, that a parent's reaction to a specific act should vary according to the needs of the child - an unusually passive child needs different kinds of stimulation than does an extremely active child.

Coffin, Patricia. ***One Through Six: How to Understand and Enjoy***

the Years That Count. Photographs by James Hansen. 1972. Paper. Collier Books, The Macmillan Publishing Company, Inc., Riverside, NJ 08075. 155 pp. $8.95.

Ms. Coffin is a mother and a journalist. The book is an appealing picture story of her daughter, Dionis, during her first six years. Each yearly section of photographs is followed by a few pages of readable, relevant, and well-researched information about that stage in a child's life.

Comer, James P., M.D., and Alvin F. Poussaint, M.D. ***Black Child Care.*** 1975. Simon & Schuster, 1230 Sixth Avenue, New York, NY 10020. 470 pp. $11.95.

Topics of three chapters are especially interesting for parenting classes: "America and the Black Child," "The Infant," and "The Preschool Child: Ages Two to Four." Other chapters deal with school age children and adolescents. The book is not easy to read, but is worth using because of its slant toward special needs of black children living in a predominantly white culture.

Cooper, Grace C., Consortium on Early Childbearing and Childrearing. ***Guide to Teaching Early Child Development: A Comprehensive Curriculum.*** 1975, Paper. Child Welfare League of America, 67 Irving Place, New York, NY 10003. 330 pp. $15.00.

The three sections of this book, each about 100 pages long, are packed with usable materials for a parenting class. The child development section presents factual information. The teacher resource material division offers specific teaching methods, sample lesson plans, student tests and worksheets, and suggested role play situations. Adolescence and adolescent pregnancy are discussed in the last section. Cultural differences in the U.S. are described with an emphasis on dialects of American English.

Crary, Elizabeth. ***Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance.*** 1979. Parenting Press, Seattle, WA. $6.95.

Each chapter includes not only information about childrearing, but also exercises designed to help a parent solve real problems s/he may be having with a child. While not especially planned for teenagers, exercises could be used with high school classes.

Croft, Doreen J. ***Be Honest With Yourself: A Self-Evaluation Handbook for Early Childhood Education Teachers.*** 1976. Paper. Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, CA 94002. 125 pp. $7.95.

Written to help student teachers, this book offers excellent discussion ideas for parenting classes. Much of it consists of pages which begin with an anecdote describing a problem which could occur among children in a preschool. Following is a list of possible reactions to the incident. The student is asked to choose the reactions s/he would be most likely to experience in such a situation, and to comment on his/her feelings.

Day, Beth, and Dr. H. Margaret Liley. ***The Secret World of the Baby.*** Illus. 1968. Paper. Random House, Inc., 457 Hahn Road, Westminister, MD 21157. 108 pp. $3.95.

A popular book among our students, it includes information on prenatal development along with material on the emotional development of the baby after birth. It is written at fifth grade reading level, and will interest most high school students.

Demarest, Robert J., and John J. Sciarra, M.D., Ph.D. ***Conception, Birth and Contraception, A Visual Presentation.*** Second Edition, newly revised and enlarged, 1976. McGraw-Hill Book Company, New York, NY. 145 pp. $12.00.

Conception, birth, contraception, pregnancy termination, and menopause are clearly described through well-written text and 70 graphic illustrations. It's a beautiful book.

Dizenzo, Patricia. ***Phoebe.*** 1970. Paper. Bantam Books. 120 pp. $1.75.

The book is a sensitive account of Phoebe's agonizing attempts to tell her parents and boy friend that she is pregnant. A person who works with pregnant minors might find the book good to read because of the insight it offers into some of the possible trauma of being young and pregnant.

Caveney, Sylvia. ***Inside Mom: An Illustrated Account of Conception, Pregnancy, and Childbirth.*** Pictures by Simon Stern. 1977. St. Martin's Press. 93 pp. $6.95.

This is "an ideal book for children," according to its dust jacket blurb. It is also an excellent book for pregnant teens who aren't quite ready for harder-to-read textbook approaches. Fetal development, labor and delivery are explained in detail. The strong feelings and emotions that accompany pregnancy and childbirth are also examined.

Dohrmann, Harriet, M.A. ***You Are Pregnant! Food for Two,*** 1980; ***You Are Pregnant! Now What?*** and ***Your Baby Is Born!*** 1976. Dohrmann-Jones, 3801 E. Fernwood Avenue, Orange, CA 92669.

These student workbooks were written by the teacher of a pregnant minor program. Information on prenatal nutrition, prenatal growth and development, labor, delivery, and postpartum care with quizzes are included in the first two books. The other discusses baby's growth and development, how to cope with crying, and gives general help with learning good parenting skills. They are designed to be used as consumable workbooks. Each is priced at $3.50.

Dreikurs, Rudolf, with Vicki Soltz. ***Children: The Challenge.*** 1964. Dutton Publishing. 335 pp. Pap. $4.95.

Through the use of constant anecdotal examples followed by problem solving methods and suggestions, Dreikurs and Soltz co-authored a book well worth its many years of popularity. It is fairly easy to read and a good leader's manual is available ("Study Group Leader's Manual" by Vicki Soltz, Alfred Adler Institute of Chicago).

Eleven Million Teenagers - What Can Be Done About the Epidemic of Adolescent Pregnancies in the U.S. 1976. Publication of the Alan Guttmacher Institute, The Research and Development Division of Planned Parenthood Federation of America, 515 Madison Avenue, New York, NY 10022. $2.50.

Basic facts about adolescent sexuality, pregnancy, and childbearing are well described and illustrated through many colorful charts

in the first section of this 64-page booklet. Comparisons are made in the second section, again with the use of many charts, of the results of having a baby while a young teenager rather than waiting five years. The third section titled "What Is Being Done" describes the lack of adequate sex education in the schools, the high number of teens who get inadequate or no prenatal care, the lack of daycare for their babies, the lack of birth control services for many teens, and the rising teenage abortion rate coupled with the fact that "at least 125,000 teenagers still lack access to abortion services." What could be done is then described. A number of concrete workable suggestions are listed.

Elfman, Blossom. ***A House for Jonnie O.*** 1978. Paper. Bantam. $1.95.

The uncaring caricatures portrayed of the pregnant minor program nurse and teacher are, hopefully, unreal. The four young people in the story face the very real problems of being young, pregnant, and sometimes existing on fantasies of what they wish were their lives.

Ewy, Donna and Rodger. ***Preparation for Breast Feeding.*** 1975. Paper. Dolphin Books, Doubleday and Company, Inc. 118 pp. $3.50.

This is one of the best books for a mother-to-be who is thinking of nursing her baby. Included is a rather detailed picture story section of a nursing baby and its family, both before and after the baby's birth.

Faber, Adele, and Elaine Mazlish. ***Liberated Parents, Liberated Children.*** 1975. Paper. Avon Books, 959 Eighth Avenue, New York, NY 10019. 237 pp. $2.25.

Two mothers describe their experiences with their children as they follow the advice of Dr. Haim G. Ginott. The book is very readable and would be an excellent follow-up to Ginott's ***Between Parent and Child.***

Fraiberg, Selma. ***Every Child's Birthright: In Defense of Mothering.*** 1979. Paper. Bantam Books. 162 pp. $2.50.

Students who read Chapter 1, "Folk Wisdom and the Rearing of Babies," may gain increased understanding of the ways children are reared in various cultures. The author compares "our" way with that of three imaginary "primitive" cultures. Throughout the book, Ms. Fraiberg discusses how a baby learns to love through her first human partners, her parents. This gift of love is "every child's birthright."

_____. ***The Magic Years: Understanding and Handling the Problems of Early Childhood.*** 1968. Paper. Charles Scribner's Sons, 597 Fifth Avenue, New York, NY 10017. 305 pp. $4.95.

A classic, this book describes the personality development of the child during the first 18 months, the 1½-3 year period, and ages 3-6 as stages in development from the "magic" of the non-reasoning infant to the thinking, verbalizing six-year-old. Each section is followed by material dealing with practical problems of child-rearing.

Furstenberg, Frank F., Jr. ***Unplanned Parenthood: The Social Consequences of Teenage Childbearing.*** 1979. The Free Press. $6.95.

A six-year study of 400 adolescent mothers was done in Baltimore 1966-1972. It presents solid statistics to back up the following conclusion: "The adolescent mothers consistently experienced great difficulty in realizing their life plans, when compared with their classmates who did not become pregnant premaritally in their early teens." The study focused not only on the 400 young mothers, but also on their partners, children, and parents. It also compared the experiences of the young mothers with those of a peer group who managed to avoid premature parenthood.

Galinsky, Ellen, and William H. Hooks. ***The New Extended Family: Day Care That Works.*** 1977. Houghton Mifflin. 280 pp. $6.95.

The authors describe fourteen wildly different child care programs scattered across the country. Included is a ten-page study of The Durham School, a public school for teenage mothers and their children. Each chapter discusses a specific child care center in easy-to-read detail. Information is extremely positive and provides much insight into different methods of dealing effectively with children. Tips are given for selecting a child care program. The last chapter, "The Political Arena," is a discussion of problems with current licensing practices and suggestions regarding needed legislation.

Galper, Miriam. ***Co-Parenting: Sharing Your Child Equally.*** 1978. Running Press, 38 South Nineteenth Street, Philadelphia, PA 19103. 158 pp. $4.95.

Galper describes in a very personal way co-parenting, the alternative to the more traditional forms of custody arrangements. In this system, the child spends equal amounts of time with each parent, and each parent assumes an equal share of all child care responsibilities. While most of the book speaks directly to the parents and children involved in co-parenting, professionals' reactions to this concept are also discussed.

Ginott, Haim G. ***Between Parent and Child.*** 1973. Paper. Avon Books, 959 Eighth Avenue, New York, NY 10019. 252 pp. $2.75.

Dr. Ginott helps parents learn "childrenese," a method of "getting through" to children. I highly recommend this very readable book for use in the classroom.

Glickman, Beatrice Marden, and Nesha Bass Springer. ***Who Cares for the Baby? Choices in Child Care.*** 1979. Schocken Books, New York, NY. Pap. $4.95.

The book offers an analysis of the various aspects of mother-substitute childcare. Of special interest to teenage parents would be the chapter on day care centers and on choosing a caregiver.

Gordon, Ira J. ***Baby Learning Through Baby Play: A Parent's Guide for the First Two Years.*** 1970. St. Martin's Press, $4.95.

Excellent suggestions for simple play and learning experiences for babies from about three months to two years of age are described and illustrated. The "To the Parents" section points out the importance of considering these learning activities as games, not tests. Asking a student to play specific games with a baby, especially if that baby is her own, can be the basis for some good classroom discussion on the importance of interacting with babies.

_____. ***Baby to Parent, Parent to Baby: A Guide to Loving and Learning in a Child's First Year.*** 1977. Paper. St. Martin's Press, 175 Fifth Avenue, New York, NY 10010. 100 pp. $4.95.

Gordon offers a great deal of insight into parenting during the first year. His emphasis is on interaction between parent and baby, and he makes many suggestions for promoting this interaction.

Gordon, Sol. ***Facts About VD for Today's Youth.*** Illus. by Vivien Cohen. 1973. The John Day Co., New York. 48 pp. $1.90.

This book's simply written text with illustrations describes different kinds of venereal disease. Prevention, symptoms, and cures are discussed along with some myths and historical items about VD.

Gordon, Dr. Thomas. ***Parent Effectiveness Training.*** 1975. Paper. New American Library, 1301 Avenue of the Americas, New York, NY 10019. 336 pp. $5.95.

A popular book, this has been used as the basis for many courses for people who want to parent more effectively. Dr. Gordon's "I-Messages" and "No-Lose" method for resolving conflict are classics in the childrearing literature. Students can learn basic P.E.T. theory through independent study of the book, although group discussions in addition to reading the material would be better.

Granger, Richard H., M.D. ***Your Child from One to Six.*** 1977. DHEW Publication No. (OHDS) 77-30026. USDHEW, Office of Human Development, Children's Bureau. Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $1.75.

Practical, sound and easy-to-understand information about rearing preschool children is offered with the understanding that parents will use this knowledge to make their own decisions in new situations. Patterns of children's development are described along with ways of coping with everyday living with one or more preschoolers. Special problems and health care including accident prevention are also discussed.

Green, Martin I., Producer. ***A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies.*** 1977. Paper. Bantam Books, Inc., 414 E. Golf Road, Des Plaines, IL 60016. 200 pp. $7.95.

Safety precautions including car and bicycle safety are described with profuse illustrations in the first section. Quite different from most books on safety, Part Two presents emergency and first aid information in large, very easy to read print with many illustrations. Students could be assigned different "emergencies" and asked to look up the coping information as quickly as possible. I highly recommend this book for home libraries.

Greenberg, Selma. ***Right from the Start: A Guide to Nonsexist Child Rearing.*** 1978. HC. Houghton Mifflin, Boston. 242 pp. $8.95.

Nonsexist child rearing involves far more than giving children the same toys, according to Greenberg. She explains the necessity of integrating this important concept into every aspect of family life.

Gregg, Elizabeth M., and Boston Children's Medical Center Staff. ***What to Do When "There's Nothing to Do."*** 1970. Paper. Dell

Publishing Company, New York. 180 pp. $1.50.

The book contains many ideas (601 according to the cover) for keeping babies and children content and happily occupied even if bad weather keeps them cooped up in the house. Many of the playthings can be made from household items. While presenting these play ideas, the authors discuss the different stages of child development. They include safety tips for each age group.

Greenberg, Henry F., Saul H. Jacobs, Thomas B. Conrad. ***Child Care Manual.*** 1979. Paper. Sutherland Learning Associates, Inc., 14654 Oxnard Street, Van Nuys, CA 91411. 173 pp. $7.75.

Primarily concerned with physical development and physical problems, this is a colorful, easily read book with at least one illustration on each page. Text is brief, well written, and well laid out in a variety of type styles.

Gribben, Trish. ***Pajamas Don't Matter (or: What Your Baby Really Needs).*** Illustrated by Dick Frizzell. 1979. Jalmar Press, Inc., 6501 Elvas Avenue, Sacramento, CA 95819. 50 pp. $5.95.

In 50 pages, this book covers astonishingly well the really important aspects of parenting. Illustrations are colorful and funny. It's a good supplementary book to use with ***Teens Parenting,*** *one that most students will enjoy.*

Hagstrom, Julie, and Joan Morrill. ***Games Babies Play: A Handbook of Games to Play with Infants.*** 1979. Paper. A & W Publishers, Inc., 95 Madison Avenue, New York, NY 10016. 84 pp. $4.95.

A baby is usually delighted with a caregiver who plays with him - and this book of 37 games to play with infants provides some charming additions to the usual peek-a-boo and patty-cake performances.

Hansen, Carol. ***Your Choice: A Young Woman's Guide to Making Decisions About Unmarried Pregnancy.*** 1980. Pap. Avon. $1.95.

This fills the need for a comprehensive, up-to-date book on the options open to pregnant teenagers. The author emphasizes the need for choosing an option rather than going into motherhood without making a decision. In fact, she encourages the use of a pregnancy Time Line, a time plan to follow in making decisions concerning abortion, adoption, and motherhood. One chapter is written for the baby's father and one for the pregnant adolescent's parents. The chapter for the young man is especially thought-provoking.

Hawke, Sharryl, and David Knox. ***One Child by Choice.*** 1977. Paper. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. 232 pp. $3.95.

The book examines the issues involved in deciding to become parents and in deciding to stop with one child. One chapter deals specifically with the single child being reared by the single parent. The book is based on results of research with about 750 people, and is quite interesting.

Head, Ann. ***Mr. and Mrs. Bo Jo Jones.*** 1973. Paper. Signet Book, The New American Library, Inc., New York. 189 pp. $1.50.

This story of a 16-year-old bride and 17-year-old groom who married because of pregnancy is an all-time favorite in our classroom.

Herbruck, Christine Comstock. ***Breaking the Cycle of Child Abuse.*** 1979. Paper. Winston Press, Inc., 430 Oak Grove, Minneapolis, MN 55403. 206 pp. $4.95.

The author is the coordinator of Parents Anonymous of Northeastern Ohio. She defines and discusses the various forms of child abuse. Interspersed with the information are many stories about people involved with PA, their troubles, and their courage in attempting to build safe and loving homes for their children.

Hickman, Mary. "Breast-Feeding." 1980. Office of Program Support, Bureau of Community Health Services, Health Services Administration, Public Health Service, 5600 Fishers Lane, Rockville, MD 20857. No charge for single copies.

"Breastfeeding" is a booklet designed especially for low-income persons and is written in simple, direct language. It includes dietary recommendations for nursing mothers, tips for weaning, where to get help, and other information about breastfeeding.

Hildebrand, Verna. ***Parenting and Teaching Young Children.*** 1981. Hardcover. Webster Division, McGraw-Hill Books. 432 pp. $15.92.

A textbook much more palatable than most, it devotes about half its space to the parenting of infants and toddlers. It is well illustrated with lovely, multi-ethnic photographs. Students using the book are urged to work closely with real children as well as read about them.

Hope, Karol, and Nancy Young, Ed. ***Mama, The Sourcebook for Single Mothers.*** 1976. Paper. New American Library, 1301 Avenue of the Americas, New York, NY 10019. 388 pp. $4.95.

MOMMA, a non-profit organization, was started in Los Angeles in 1972 to help single mothers. Today there are more than 50 chapters of MOMMA with thousands of members. In the book, many single mothers share their thoughts and feelings about and practical suggestions for surviving as a single parent - not only surviving, but, often, creatively enjoying their lives with their children.

Howard, Marion. ***Only Human - Teenage Pregnancy and Parenthood.*** 1979. Paper. Avon Books. 251 pp. $1.50.

An easily read story about three young couples expecting their first child. Interspersed throughout the story is a running commentary about the developmental aspects of both young women and young men as they go through the pregnancy and parenting experience. Professionals reading the book are likely to gain some new insights into the feelings and concerns of young parents, and may, after reading it, find themselves more sensitive to their clients.

Jenkins, Jeanne Kohl, and Pam Macdonald. ***Growing Up Equal.*** 1979. Pap. Prentice-Hall, Englewood Cliffs, NJ 07632. 213 pp. $7.95.

This beautiful, charming book is packed with activities and resources for parents and teachers of young children. It examines non-sexist role models and living skills, and shows children how to explore their abilities without being limited by outdated sexual stereotypes. The book could be the basis for good discussions among young mothers, and perhaps would promote some nonsexist activities with their children.

Kalt, Bryson, and Ralph Bass. ***The Mother's Guide to Child Safety.*** 1971. Paper. Grosset and Dunlap, 51 Madison Avenue, New York, NY 10010. 117 pp. $0.95.

Providing safe surroundings for young children is of primary importance in parenting. Parents must also know what to do in an emergency. This book covers both topics in clear, readable fashion.

Klein, Carole. ***The Single Parent Experience.*** 1978. Paper. Avon Book Division, The Hearst Corporation, 959 Eighth Avenue, New York, NY 10019. 285 pp. $2.50.

Not an especially easy-to-read book, but it is a good coverage of the topic of single parenting. Average high school readers may find much of the book highly interesting.

Koschnick, Kay (ed.) ***Having a Baby.*** 1975. Paper. Chapters also available as separate booklets: "Conception and Pregnancy," "Prenatal Care," "Giving Birth," "The First Six Weeks," "The Baby and the Family," "Pregnant and Unmarried," and "Planning Your Family." New Readers Press, Laubach Literacy, Inc., P.O. Box 131, Syracuse, NY 13210. Book, $3.50. Booklets, 60¢.

This is an excellent resource for high school students learning about pregnancy and parenting through the first few weeks after delivery. It is written on a fifth grade reading level, but is designed for adult readers. The book and pamphlets present reliable information in an interesting manner.

Lally, Dr. J. Ronald, and Dr. Ira J. Gordon. ***Learning Games for Infants and Toddlers.*** Illustrated by Bill Finch. 1977. Paper. New Readers Press, Laubach Literacy, Inc. $2.95.

Described and illustrated are games to play with children under the age of two. The authors explain how games help children learn to use their bodies, to talk, to begin to think, to feel good about themselves and about the person who cares for them. The book is written at a simple reading level, about fifth grade. It is designed to be used by parents.

Lansky, Vicki. ***Feed Me - I'm Yours.*** 1974. Spiral bdg., paper. Meadowbrook Press, 15235 Minnetonka Boulevard, Minnetonka, MN 55343. $3.95. Also published by Bantam Books.

Ms. Lansky discusses reasons for preparing baby food at home rather than buying jars of prepared food. Simple methods of preparing the food are described. Interspersed with the recipes are lots of ideas and information about feeding small children.

_____. ***The Taming of the C.A.N.D.Y. Monster.*** Illustrated by Lynn Johnston. 1978. Paper, Meadowbrook Press. $3.95.

Continuously Advertised Nutritionally Deficient Yummies (C.A.N.D.Y.) are surely the worst enemy ever faced by nutritionists - or by parents interested in providing their children with nourishing foods. The book presents a rational, informed mother's viewpoint toward current problems of too much sugar, salt, and other additives in our diets. She recommends a number of "tasty alternatives to junk-food snacks." The book contains more than 200 recipes. Included are recipes for frozen, dippy, and crunchy snacks and for snack drinks.

Larrick, Nancy. ***A Parent's Guide to Children's Reading.*** Fourth edition, 1975. Doubleday. 374 pp. $8.95.

About one-third of the book is composed of an excellent annotated bibliography of children's books, magazines, and AV materials. Especially valuable to students learning about preschoolers is the first chapter including a helpful section on children and television. I use this in my Children's Literature course together with a lot of children's books.

Leach, Penelope. ***Your Baby and Child from Birth to Age Five.*** 1977. Alfred A. Knopf, New York. 511 pp. $15.95.

This is an absolutely beautiful book. Its 512 pages are packed with information, many color photographs, and lovely drawings. It is a truly comprehensive, authoritative, and outstandingly sensitive guide to child care and development from birth to age five. If I could own only one book on child care, I would choose this one.

Lee, Joanna. ***I Want to Keep My Baby.*** 1977. A Signet Book, New American Library, New York. $1.50.

Some young birth mothers may recognize parts of themselves in Sue Ann as she realizes she is pregnant, then fantasizes about marriage to the baby's father. Instead, her boy friend takes off, leaving her to face pregnancy and motherhood alone. When she mentions the idea of adoption, both her mother and her minister are horrified. So she keeps her baby. . .for six months. The book is a well-written novel about the realities of becoming a mother at 15, and the difficult option of relinquishing for adoption at that time.

Lehane, Stephen. ***Help Your Baby Learn.*** 1976. Paper. Prentice-Hall, Inc., Englewood Cliffs, NJ. 206 pp. $3.25.

The book is filled with simple activities to perform with babies under two years of age. The parent is encouraged to keep a diary of the baby's activities. Some of these activities would make good assignments for students as they work with infants and toddlers.

Levine, James A. ***Who Will Raise the Children? New Options for Fathers (and Mothers).*** *1976. J. B. Lippincott Company, 521 Fifth Avenue, New York, NY 10017.* $8.95.

Many women are struggling for equal opportunities in the work world, equal opportunities that often depend in part on freedom from childrearing responsibilities. At the same time, some men are facing reverse discrimination for taking the primary caregiving responsibilities for children. Levine's book is an account of some of the men who are pioneering in being primary caregivers for their own children and of the prejudices they have faced as they take this role.

Lieberman, E. James, M.D., and Ellen Peck. ***Sex and Birth Control: A Guide for the Young.*** 1975, paper. Schocken Books, Inc., 200 Madison Avenue, New York, NY 10016. 1981, HC, Lippincott and Crowell. 320 pp. Pap. $3.45. HC, $9.95.

This is a complete guide to all methods of birth control. Also included is a chapter on venereal disease. In addition to basic facts, the authors consider the issues and special problems

involved in freer sexual standards, reevaluation of sexual roles, and changing family patterns.

Lindsay, Jeanne Warren. ***Parenting Preschoolers: Curriculum Help and Study Guides (Teacher's Guide); Parenting Preschoolers: Study Guides for Child Care Books (Student Manual).*** 1978. Morning Glory Press, 6595 San Haroldo Way, Buena Park, CA 90620. $7.95 (Teacher's Guide). $3.95 (Student Manual).

These books contain study guides to be used with other already-in-print books dealing with parenting small children. The study guides are easy to use and understand, and may be used for individualized study as well as guides to group discussion. Included are study guides for Before You Were Three by Harris and Levy, Survival Handbook for Preschool Mothers by Smith, Raising Happy Healthy Children by Olness, Learning Games for Babies and Toddlers by Lally and Gordon, Non-sexist Childraising by Carmichael, Your Child From One to Six by Granger (DHEW), Taming of the C.A.N.D.Y. Monster by Lansky, Equal Marriage by Stapleton and Bright, and A Guide to Pregnancy and Parenthood for Women on Their Own by Ashdown-Sharp.

_____. ***Pregnant Too Soon: Adoption Is an Option.*** 1980. Morning Glory Press. 208 pp. HC, $13.95. Pap. $5.95, EMC Corp.

Young women who were, by their own admission, "pregnant too soon," speak for themselves. They share their reasons for making this tremendously difficult choice of releasing a baby for adoption. Several adult adoptees and adoptive parents also discuss their experiences. Included with the personal stories is the latest information on agency and independent adoption, fathers' rights, dealing with grief, and other aspects of adoption.

_____. ***They'll Read If It Matters: Study Guides for Books About Pregnancy and Parenting; You'll Read If It Matters, A Student Manual.*** 1977. Morning Glory Press. $7.95; $4.95.

Format of this set of books is similar to Parenting Preschoolers. Study guides are included for some of the best, already-in-print books about pregnancy and parenting an infant. Books covered include Having a Baby by Koschnick, The Secret World of the Baby by Day and Liley, Prenatal Care (DHEW), Sex and Birth Control by Lieberman and Peck, Child Care by Greenburg et al., Infant Care (DHEW), Feed Me - I'm Yours by Lansky, and The Single Parent Experience by Klein.

March of Dimes Birth Defects Foundation. ***Preparenthood Education Program.*** 1978. Supply Division, MOD, 1275 Mamaroneck Avenue, White Plains, NY 10605. $30.00.

PEP - the March of Dimes Preparenthood Education Program - is one of the best resources dealing with teenage pregnancy. The materials are designed to help teenage girls (and boys) learn good nutrition and health care for themselves and their unborn babies and to explore some of the emotional and physical aspects of pregnancy. Decision-making is discussed.

Martin, Margaret. ***Pregnancy and Natural Childbirth Picture Book.*** 1978. Paper. Margaret Martin, P.O. Box 27243, Los Angeles, CA 90027. $9.95.

A well illustrated oversized book, it presents information about pregnancy, childbirth, and basic female anatomy in an easy-to-read, interesting, understandable manner. The many drawings are extremely simple and attractive.

Mayle, Peter. ***"Where Did I Come From?" The Facts of Life Without Any Nonsense and With Illustrations.*** Illustrated by Arthur Robins and designed by Paul Walter. 1973. Lyle Stuart, Inc., Secaucus, NJ. 48 pp. $10.00.

This is our favorite book. Perhaps it's because the often funny text and cartoon-like illustrations suggest you don't have to look like a Hollywood starlet and be 19 to love and be loved!

McDiarmid, Norma, Mari A. Peterson and James R. Sutherland. ***Loving and Learning: Interacting with Your Child from Birth to Three.*** 1977. Harcourt Brace Jovanovich, Inc., NY. 300 pp. $6.50.

Some of this material may be rather difficult reading for some high school students. Nevertheless, the information offered about and suggestions made for interacting with baby are extremely good. Many young parents might find these chapters exciting as they relate to their babies.

Murdock, Carol Vejvoda. ***Single Parents Are People Too!*** 1980. Butterick Publishing, 708 Third Avenue, NY, NY 10017. $9.95.

This very readable book, written directly to/for single parents, is meant to be a guide book. Advice given comes from the author and many other single parents across the country and from professionals in fields relating to separation and single parenting. Financial planning, social life, and emotions are among the topics covered.

Lamberts, Martha Bullock. ***Babies, Toddlers, and Runabouts.*** 1980. Cooperative Extension, Washington State University, Pullman, WA 99164. 37 pp. $1.50.

Very simple basic information on theories of personality, learning, and development are presented together with suggestions for practical uses in parenting. This little book provides an excellent base for course-buildling.

Nemiroff, Jane Libman. ***Practicing Parenting, Creative Ideas for Learning About Children.*** 1980. Butterick Publishing. Student Workbook, $3.95. Educator's Edition, $19.95.

The 96-page workbook contains games, exercises, and other activities designed to help students learn about parenting through association with their own personal experiences. The overall objective of the book is for students to become aware of what is involved in caring for children.

Oettinger, Katherine B., with Elizabeth C. Mooney. ***"Not MY Daughter" - Facing Up to Adolescent Pregnancy.*** 1979. Hardcover. Prentice-Hall, Inc. 180 pp. $8.95.

The first half of the book is mostly a discussion of teenage sexuality and ways in which parents can help promote healthy sexual attitudes generally. The chapter titled "Behind the Male Myth" is filled, as is the entire book, with results of surveys and teenagers' comments. "It Happened: Decisions, Decisions" is a useful

chapter to recommend to parents as they face the init al shock of discovering their daughter is pregnant.

Olness, Karen, M.D. ***Raising Happy Healthy Children.*** 1977. Paper. Meadowbrook Press, Minnetonka, MN. 163 pp. $3.95.

Dr. Olness was first a pediatrician, then a mother of four children. During her children's early years she kept a diary. The book includes "unexpurgated" excerpts from the diary which she uses to demonstrate concepts in child development and child rearing. The result is an extremely readable, useful, and knowledgable book about babies and children.

Panter, Dr. Gideon G., and Shirley Motter Linde. ***Now That You've Had Your Baby.*** 1976. Paper. Prentice-Hall, Inc. Englewood Cliffs, NJ. 242 pp., $3.95.

This is an interesting, very readable book about life with a newborn - written from the perspective of the mother's feelings about herself and her new life as a parent.

Pizzo, Peggy, and Judy Manning. ***How Babies Learn to Talk.*** 1974. Drawings by Judy Manning. Paper. Georgia Appalacian Outreach Project of the Day Care and Child Development Council of America, 1012 14th St., N.W., Washington, D.C. 20005. 85 pp., $4.95.

Most of the text is extremely simple and brief, illustrated with line drawings on each page. Reading level is probably about third grade. Helping baby learn to talk is the book's theme. The last six pages contain research notes concerned with babies' speech development.

Ross, Cathy Roberts, and Denise Marie Beggs. ***The Whole Baby Catalogue.*** 1977. Sterling Publishers. 191 pp., $6.95.

A good book for browsing, this has chapters covering pregnancy, labor and delivery, feeding, safe environment, toys and TV, child development, the exceptional child, effective fathering, and working parents. It is packed with information and ideas and is profusely illustrated.

Salk, Dr. Lee. ***What Every Child Would Like His Parents to Know To Help Him with the Emotional Problems of Everyday Life.*** 1973. Paper. Warner Books, Inc., 75 Rockefeller Plaza, New York, NY 10019. 224 pp., $1.95.

After treating emotionally ill adults, Dr. Salk realized how difficult it is to help adults overcome emotional problems. He discovered children respond better to treatment. From this data, he concluded that preventing emotional problems in early childhood would work better than trying to cure these problems later. He is convinced that parents can prevent most future problems for their children by following psychiatric principles in childrearing.

Segal, Marilyn, and Don Adcock. ***From One to Two Years.*** Photography by Bill Sarchet. 1977. The Nova University Play and Learn Program, B. L. Winch and Associates, 45 Hitching Post Drive, Building 2, Rolling Hills Estates, CA 90274. 96 pp., $6.95.

The book is packed with beautiful photographs of toddlers from many different families and ethnic groups. It is divided into four

sections, each concerned with a three-month period during the child's second year. Many suggestions are included for parental involvement with the child. Also good is the companion volume, From Birth to One Year by Segal. $3.95.

Sheffield, Margaret. ***Where Do Babies Come From? A Book for Children and Their Parents.*** Illustrated by Sheila Bewley. 1973. Alfred A. Knopf, New York. 33 pp., $6.95.

This is a beautiful book. One stage in the process of conceiving and giving birth to a baby is simply described on each of the double-spread pages. Opposite the text is a softly colorful painting which is quite explicit. The book was adapted from the award-winning BBC program, "Where Do Babies Come From?" which has been used in England throughout the primary school system.

Smith, Helen Wheeler. ***Survival Handbook for Preschool Mothers.*** 1978. Paper. Follett Publishing Company, 1010 W. Washington Boulevard, Chicago, IL 60607. $2.95.

Ms. Smith stresses the importance of the child's early years. She cites research that shows children reach 50 percent of their total mental ability by their fourth birthday, and that adults' early interaction with their child can make a lot of difference in their child's ability to learn later in life.

Stapleton, Jean, and Richard Bright. ***Equal Marriage.*** 1976. Abingdon Press, 201 Eighth Avenue S., Nashville, TN 37202. 144 pp., $5.95.

To the authors, equal marriage means the husband and wife have the same status and responsibility for survival and success. They do not suggest that marriage partners should be alike in skills or appearance or that they must even like the same things. Two chapters deal directly with parenting: "Equality of Parenthood" and "How to Raise Non-Sexist Children."

Steinberg, David. ***Fatherjournal: Five Years of Awakening to Fatherhood.*** 1977. Paper. Times Change Press, P.O. Box 187, Abion, CA 95410. Distribution: Monthly Review Press, 62 West 14th Street, New York, NY 10011. 90 pp., $3.00.

This little book is a beautiful account of a father's experience in parenting his son from infancy. Steinberg is not a single father - rather, he is a father who shared fully with his wife the parenting of Dylon. Reading this book could make a difference in male students' lives as they realize what a father experiences as he participates in childcare.

U.S. Department of Health, Education, and Welfare, Office of Child Development, Children's Bureau. ***Infant Care.*** DHEW Publication No. (OCD) 80-15. 1980. Paper. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $2.00.

The booklet is well written with good illustrations.

Walsworth, Nancy, and Patricia Bradley. ***Coping with School Age Motherhood.*** 1979. Richard Rosen Press, Inc., New York. $7.97.

Written as a first person account of a year in a school age mothers program, the book consists of twelve non-fiction case

studies of pregnant teenagers, school age mothers, fathers (two examples), and, in one chapter, a teenage mother's own mother. In each vignette, the program's teacher describes the young parent's arrival in the S.A.M. program, her experiences and growth while there, and in some cases, the birth of the baby.

Waxman, Stephanie. ***What Is a Girl? What Is a Boy?*** 1976. Paper. Peace Press, Inc., 3828 Willat Avenue, Culver City, CA 90230. 48 pp., $3.95.

Mostly through photographs and short comments, the book discusses things such as length of hair, name, strength, and willingness to cry - things which don't make boys and girls different. At the same time, the author discusses physical differences between males and females as children and as adults.

Wear, Jennifer, and King Holmes. ***How to Have Intercourse Without Getting Screwed.*** 1976. Paper. Krohn and Associates. 184 pp., $4.95.

If you teach, this title might make your principal and some parents nervous. However, it is a well-written (high school reading level), sometimes amusing book which simply tries to tell the reader how to avoid unwanted side effects of sex.

Whelan, Elizabeth M., Sc.D. ***A Baby? . . .Maybe.*** 1975. The Bobbs-Merrill Company, Inc. 256 pp. HC, $10.95. Pap. $7.95.

Whelan interviewed many people, parents and non-parents. She asked how they decided whether or not to have a child. . .or if they had made a decision at all. Her book is an extensive study of the pros and cons of becoming a parent.

White, Burton L. ***The First Three Years of Life.*** 1975. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. 285 pp., $10.00. Avon, paper, $4.95.

Sometimes referred to as the scientist who knows more than anyone else about what happens to people during their first three years of life, Dr. White writes, "To some extent I do believe it is all over by three." This book is a detailed guide to the emotional and intellectual development of children during their first three years. He includes many suggestions for parents concerning childrearing practices and appropriate toys and equipment. He emphasizes the tremendous importance of providing a first rate educational foundation for infants and toddlers.

_____. ***A Parent's Guide to the First Three Years.*** 1980. Prentice-Hall, Inc. 192 pp. $10.95.

Dr. White has written another book about infants and toddlers. This one is meant to be more practical for parents than was The First Three Years of Life. He continues to back up with solid research his opinions on parenting. Although the book probably would not, by itself, provoke a lot of interest among young parents, it provides excellent background material for parenting teachers.

White, E. E. ***The Art of Nurturing.*** 1977. Pap. Peek Publications, Box 11[illegible]. Palo Alto, CA 94306. 87 pp. $3.95.

The book was written as a training experience for the reader - to be used independently, with a friend, or with a group. Emphasis is on development of positive self-esteem, and each chapter includes exercises to help make the reading/learning experience more meaningful.

Wirsen, C., and A. Ingeman-Sundberg. ***A Child Is Born: The Drama of Life Before Birth.*** Photographs by Lennart Nilsson. 1969, 160 pp., pap., $6.95. Dell Publishing/Seymour Lawrence, 1 Dag Hammarskjold Plaza, 245 E. 47th Street, New York, NY 10017. (Still in print.) Completely revised edition, 1977. Delacorte Press/Seymour Lawrence, $11.95.

The book is an interesting combination of detailed information about embryology interspersed with advice for the mother-to-be, all made more interesting with striking photographs of the embryo/fetus taken from the moment of fertilization until time of delivery.

Wood, Phyllis Anderson. ***Song of the Shaggy Canary.*** 1976. A Signet Book, New American Library, New York. 143 pp. $1.25.

If you're a teenage mother whose husband has walked out, how do you manage? Sandy was 17 and struggling to finish high school and find time to mother her son. She and Chuckie found a friend who changed their lives.

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